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ABSTRACT This publication is a "Design for Action" of the Institute for Local Self Government to re-direct the vocational-technical local government education and training programs through the community colleges to provide urban government manpower. The community college is uniquely qualified to provide significant continuing education and training needed by local government career service personnel. The study presents workable guidelines for curriculum construction based on operational realities. It also provides job specifications for public service capable of broad application throughout the country. The design employs a comparatively new training technique, role playing; career ladders and similar concepts are also utilized. Programs are described which can be established in community colleges for the following occupational categories: (1) Inspection Services, (2) Civil Engineering, (3) Accounting, (4) Library Services, (5) Recreation, (6) Planning, (7) Government Supervision and Management. Capitalizing on its position as a research and education institute created by and serving local governments, and its intimate knowledge of local government, the Institute's report represents a realistic planning tool of greatest possible usefulness for local governments and education systems throughout the United States. (0N)					



COMMUNITY COLLEGE PROGRAMS FOR PUBLIC SERVICE OCCUPATIONS

ADMINISTRATIVE AIDE • PLANNING TRAINEE • CIVIL ENGINEERING TECHNICIAN
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Institute for Local Self Government, Hotel Claremont Building • Berkeley, CA. 94705; Prepared in Partial Fulfillment of U.S.
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THE INSTITUTE FOR LOCAL SELF GOVERNMENT

"Research and Education to Promote and Strengthen the Institutions and Processes of Local Self Government."

California's urban communities have entered a dynamic era of physical, social, economic, and cultural growth and change. The severe problems present a challenge and an opportunity which calls for the best in initiative, organizing ability and leadership from those of our citizens who accept responsibility for decision-making and problem-solving at the local level. The Institute's capabilities and research activities are designed to produce results keyed to practical local government operations and programs. In frequent affiliation with the League of California cities, the Institute's research projects are broad-based and flexible to provide a bridge between the academic community and local government practitioners. Research projects are intended to result in "Designs for Action."

The Institute for Local Self Government is in its second decade of service as a non-profit, tax-exempt, educational and research corporation under applicable California and federal laws. As a public educational organization, its purposes are to promote and strengthen the processes and institutions of local self government; sponsor and conduct meetings and conferences of local community leaders concerning local government problems in order to improve the quality of citizen participation in community growth and change; sponsor and conduct training courses in local self government to develop individual leadership capabilities in policy formation at the local level; acquire and disseminate educational materials to increase the knowledge and understanding of the principles of local self government; improve the capability of community leaders to participate and contribute more effectively to local self government; and, to engage in research programs related to local government public administration.

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"A Design for Action for Re-direction of Vocational-Technical Local
Government Education and Training Programs Through the Community College"

COMMUNITY COLLEGE PROGRAMS

FOR

PUBLIC SERVICE OCCUPATIONS

October, 1969

INSTITUTE FOR LOCAL SELF GOVERNMENT
Hotel Claremont Building
Berkeley, California 94705

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a/ Basic occupational categories are color-coded in this publication.

"There is a need to add a new dimension in vocational training philosophy and alter present and traditional approaches in the junior college system. Infusion of an overall local government orientation into the policy processes would enhance the value and potential usefulness of a vocational training program...as a post-entry training resource vis-a-vis local government."

League of California Cities,
Municipal Post-Entry Training
Needs and Resources in California,
December, 1966, p. 28.

INTRODUCTION

Although the pressing shortages in urban government manpower are universally acknowledged, they seem attended, paradoxically, with equally catholic unawareness of the immense training and education improvements they entail. There is now a clearly established need for re-direction of vocational-technical education in the United States to provide staffing of local governments nationwide, presently and prospectively in drastic short supply.

Here, in our communities, the role of the community college is inescapably central, as the American Association of Junior Colleges says:

"Jobs in the public service are being upgraded to the point where two years of college may soon be the desired educational level. Law enforcement, fire protection services, conservation, social work and even teaching are all fields where associate degree graduates may soon find many semi-professional and technical level jobs awaiting them." 1/

Some federal and state sources have published guidelines and curricula for specific two-year, post-high-school vocational courses in recreation, library science and engineering. On the whole, however, there has been a perplexing inattention to the wide scope of local government career service and its multiplicity of vocational opportunities.

This publication attacks this deficiency in a fundamental, two-pronged approach. It is, most importantly, a progression from fragmented, spotty and undirected course development, seemingly ad hoc, to broad, yet cohesive and empirically sound standards for curriculum planning, capable of universal application. It presents workable guidelines for curriculum

1/ Norman C. Harris, "Curriculum and Instruction in Occupational Education," Emphasis: Occupational Education in the Two-Year College, American Association of Junior Colleges, Washington, D. C., May, 1966, p. 54.

construction and, in the best teaching tradition, the job specifications on which to build each model.

Based on operational reality, it offers guidance to the curriculum developer within the world of the statehouse, courthouse and city hall. Utilizing the potential of community colleges, the publication focuses on the breadth and depth of public service employment careers to accomplish its second mission, viz., concentration on ways out of our current government manpower shortage problems. 2/

It is now necessary to eliminate past, second-hand, disjointed treatment of local government needs and community college predilections in favor of the cohesive view here presented. We urge abandonment by the community colleges of the traditional curriculum formulation practiced in the four year colleges and universities; we emphasize the unique roles of both institutions involved, local governments and the community colleges; we aim to initiate and foster dialogue between the two on the important issue: the college in the community and the community in the college.

Although it has long since been clearly demonstrated that the public service employers, states, counties, special districts and cities, form a basic and large constituency for the community college, their utilization of this great potential has only just begun. A torrent can come forth where there is now but a trickle.

This publication offers guidelines for curriculum development based on established operational realities, designed by operating professionals in the public service and reviewed by educators before finalization.

2/ See: Some Who Dared - Community College Involvement with Public Service Aspects of the Urban Problem in California, June, 1969, New Careers in Local Government, March, 1969, Local Government Employment in the West, Local Government New Career Implementation Tactics (Conclave Proceedings) and New Careers - A Manpower Strategy for Local Government, published by the Institute for Local Self Government, Berkeley, California.

"Role playing," a comparatively new training technique, is also employed here. Career ladders and similar concepts are utilized, along with the traditional job requirements and minimum qualifications standards.

The Institute also intends this publication to serve the following purposes:

1. Illustrate, within the limitations of existing statistical compilations, the dimensions of the local government manpower shortage;
2. Provide a manpower strategy for local governments to develop opportunities for motivated and talented persons to advance from low-skill entry jobs to any position available in the local government public service by taking advantage of the suggested redesigned technical training and vocational education opportunities;
3. Describe why the community college is a unique and potentially near-perfect institution for providing a significant amount of the types of continuing education and training needed by local government;
4. Increase the use of professional, administrative and technical personnel time on those tasks which best utilize their scarce competencies and allocate routine and other tasks to provide job entry and advancement opportunities for persons with less formal education and training;
5. Utilize the vocational and educational system in California in a planned manner to achieve desirable goals;
6. And, most importantly, provide guidelines and examples for the development of new types of jobs and curriculum ideas useful to local governments and education systems throughout the country.

In the agreement between the Career Opportunities Branch, Bureau of Research, Office of Education and the Institute for the development of the guidelines, the unique methodology of the Institute was stressed as lending singularity to the project. Its approach is experiential rather than experimental, and capable of the widest application in the public service field for maximum employment potential. Capitalizing on its position as a research and education Institute created by and serving local governments, and its intimate knowledge of local government, the Institute's report represents a realistic tool of greatest possible adaptability.

Task forces of leading professionals from local government and the community colleges were involved in assessment of manpower and training problems within the pertinent disciplines. 3/

Concurrent with task force operations, over 70 community college catalogues, for about 85% of the California colleges (about 8% of the nation) were reviewed at the Institute for information on existing government-oriented curricula and for guidance in further curriculum development and redirection at Task Force meetings. Simultaneously, the Institute surveyed over 30 local government agencies to provide direction to the task forces in determining the major occupational categories in which it would be practical to develop career ladders and curriculum guidelines. The survey also disclosed additional ideas regarding entry level jobs and tasks which could be performed with a minimum of education and training. Appendix B contains the findings from this survey for the basic occupational categories covered in the body of this publication as well as other tasks and jobs which might "spinoff" from these basic municipal government occupations.

Founded on the early task force meetings and subsequent research and allied activities of the Institute, a committee of personnel directors developed comprehensive job descriptions which included statements of duties and tasks, comments regarding knowledges and skills and vocational-technical education and training ideas.

Further rounds of task force meetings provided a review of the job descriptions and the development of curriculum guidelines. These meetings included discussions with qualified education consultants and a thorough

3/ See: Appendix A for detailed description of the methodology and lists of operating government officials and educators who played a vital role on the Institute task forces, state and local community college advisory committees and discussions with project staff.

review of available existing public service curriculum.

The Personnel Task Force made the final review of the materials developed from the task force meetings with particular focus on their suitability for implementation through the community colleges. Their suggestions are included in the "Implementation Tactics" section of this publication.

The closest and most enthusiastic cooperation of the California community colleges was essential to the project and it was constantly made available. Acknowledgment of the help of the Chancellor, California Community Colleges, is especially noted for having provided the services of its full-time Public Service Education Consultant, Mrs. Mary DeNure, as well as other technical occupation consultants. Dr. Wesley Smith, Director of Vocational Education, State of California, participated, with measurable assistance to the project. Dozens of individual community colleges worked with the Institute staff, contributing invaluable advisory effort, as did the unique California Advisory Council on Public Service Education and Training. The California Association of Junior Colleges joined with the Institute in meetings of its statewide curriculum committee, and assisted in organizing and membership selection of various college advisory committees.

Les White, the Institute's Senior Research Associate is the principal author of the publication, assisted by Patricia McCormick, Research Assistant, in collaboration with the undersigned, the project's director and principal investigator.

Berkeley, California
October, 1969

Randy H. Hamilton, Ph. D.
Executive Director

CHAPTER ONE

EDUCATION AND TRAINING FOR THE PUBLIC SERVICE: THE PROBLEM AND THE RESOURCE

EDUCATION AND TRAINING FOR THE PUBLIC SERVICE:

THE PROBLEM AND THE RESOURCE

The Manpower Needs of Local Government

Local government's needs for education and training programs in the community colleges fall into at least three distinct and equally compelling categories: (a) post-entry training needs; (b) growing personnel requirements; and (c) educational resources for recently developed manpower programs.

Post-Entry Training Needs

In its 1966 publication, Municipal Post-Entry Training Needs and Resources in California, the League of California Cities included a comprehensive documentation of the types of in-service training needs of local government agencies. ^{4/} It is obvious from a review of the "Ten Major Categorical Training Needs" discussed in that publication that there is a major potential role for community colleges in providing this training. Briefly, these ten major areas of training needs are:

1. Decision-maker training on managerial techniques, planning and organization; the management of people; organization and management concepts and their municipal applications; management tools and techniques; and community public relations.
2. Broad-based department head training in goal accomplishment specifically in the areas of leadership techniques, communications, employee morale, and human relations.
3. Continuous orientation training particularly as it pertains to government functions, inter-departmental and inter-governmental relations, and the role of government in coping with urban problems.

^{4/} This publication was based on a study of forty cities which account for three-fifths of city government personnel in the state. In these cities, personnel directors, city managers, and department heads were interviewed. In addition, detailed questionnaire answers from 90 of the state's cities over 25,000 population and twenty of the thirty largest counties were studied and incorporated into the findings of this provocative report.

4. Training replacements necessitated by death, retirement and resignation.
5. Administrative skills for middle management, primarily, in the areas of leadership skills, communications, and motivational techniques.
6. Supervisory training involving general supervisory skills, public relations, human relations, work planning and performance appraisal, safety, cost reduction and budgeting, etc.
7. Skill improvement training encompassing technical skill improvement in such areas as surveying, inspection services, and other technician level functions.
8. Training for citizens participating in government would involve strengthening the "abilities, understanding of governmental processes and technical expertise of the thousands of citizens who serve on planning commissions, recreation commissions... and numerous other citizen advisory agencies that participate in the local government processes."
9. Training in employer-employee relations to develop a better working relationship and understanding of management-labor problems as evidenced by the rapid growth of labor unions in the public sector.
10. Human resource development training to provide a "new class of administrators who will function in the human resources and relations field of cities."

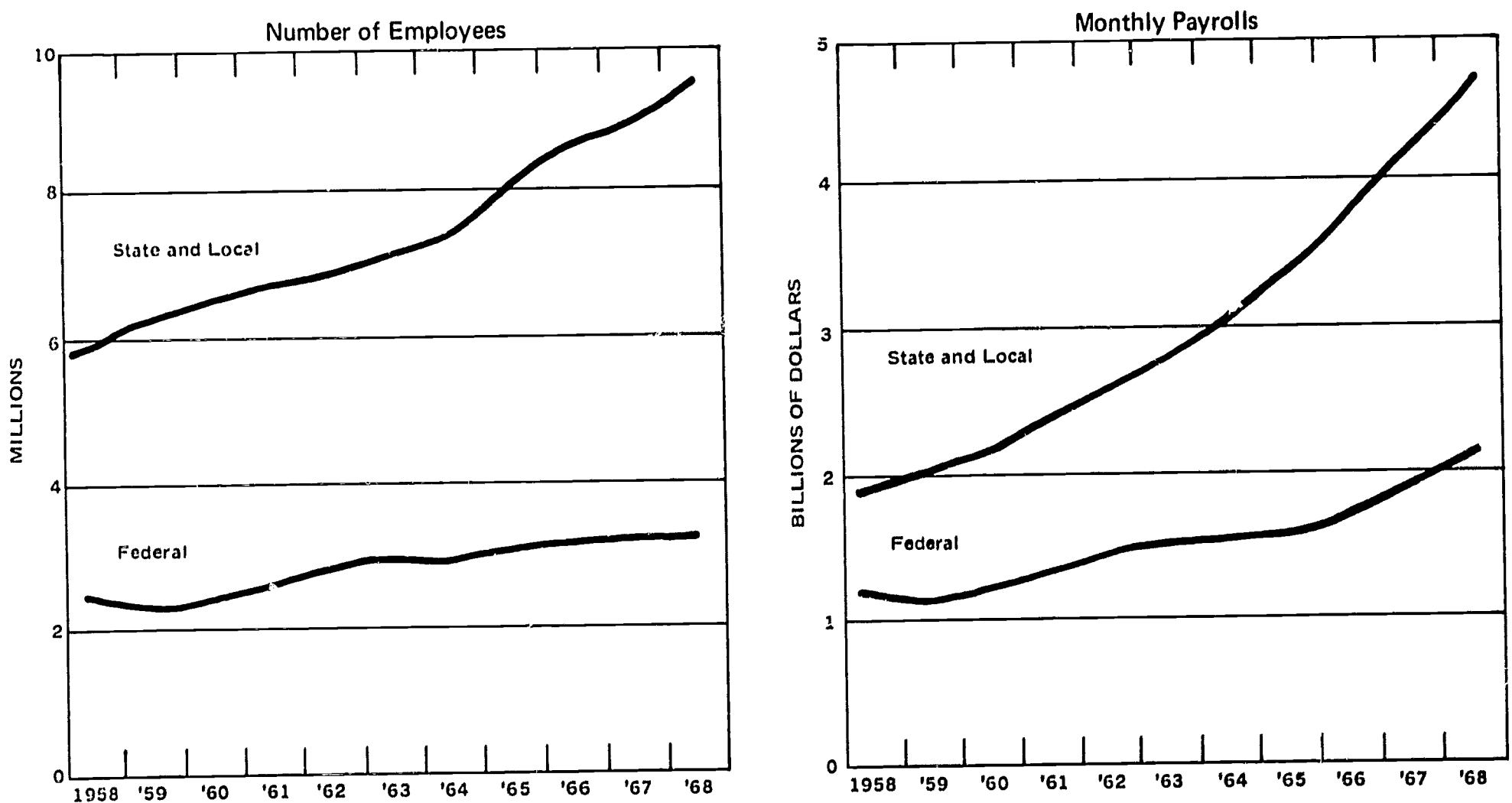
These ten training areas illustrate the need for more comprehensive approaches to the training of present local government staffs. They also suggest that there are myriad areas in which the community college could and should become constructively involved in the development of education and training programs to meet the burgeoning manpower need confronting local government administrators. But, these "Ten Major Categorical Training Needs" point up only part of the problem facing local government. We have yet to take into account the manpower needs attributable to the present and anticipated growth of local government and the demand for educational programs stemming from the melange of manpower programs developed in the sixties.

Future Manpower Needs

All trends in local and state government employment continue to indicate that vast numbers of new people will have to be educated and trained to enter government employment in the foreseeable future. Table I clearly illustrates the phenomenal growth of public employment in the last ten years. All forecasts show the trend continuing at about the same pace. As the economy becomes more service-oriented, government continues to be one of the nation's greatest "growth industries."

TABLE I

Public Employment and Payrolls, 1958 to 1968



Source: Public Employment In 1968, Bureau of the Census

There were 12.3 million civilian public employees in the United States in October, 1968, or 475,000 more than in the previous year. This increase was accounted for mainly by state and local governments which had 9.4 million employees as against 8.9 million in October, 1967. Total government employment in the United States has risen dramatically each year since 1947, with state and local governments accounting for most of the changes over two decades.

State and local government employment dropped slightly during World War II from 3.4 million in 1941 to 3.2 million in 1945. Since then it has shown significant increases every year. During the 17 year period ending October, 1968, the full-time equivalent number of state and local government employees rose 107% and the October payrolls of these employees went up 371%.

Projections are that by 1974, state and local government manpower requirements will rise 50% above the 1965 level, while the overall labor force expands only 22%. Where these people will be educated and trained is seldom discussed. The community college is a prime resource in this regard and one which must now be developed.

The Spring, 1969, issue of Occupational Outlook Quarterly lists specific government occupations in which substantial growth will probably occur in the next five years. These increases will embrace both subprofessional and professional levels of employment. Some of the occupations described in the Quarterly are:

Accountants
Community Organization Specialists
Draftsmen
Engineering Aides and Technicians
Planning Aides and Technicians
Public Health Specialists

Recreation Specialists, professional and technical levels
Zoning and Code Investigators and Inspectors
Neighborhood Service Workers
Public Relations Workers

A recent survey by the United States Conference of Mayors disclosed the following public service functions with need for "at least a 10-percent increase in services and/or personnel:

Anti-Pollution Enforcement	Welfare
Education	Health and Hospitals
Library	Police
Recreation and Parks	Urban Renewal, including
Sanitation	Model Cities

In just 130 cities, with populations in excess of 100,000, surveyed by the Conference, the total projected need for additional public service jobs is 280,000." 5/

Growth in Manpower and Related Federal Programs

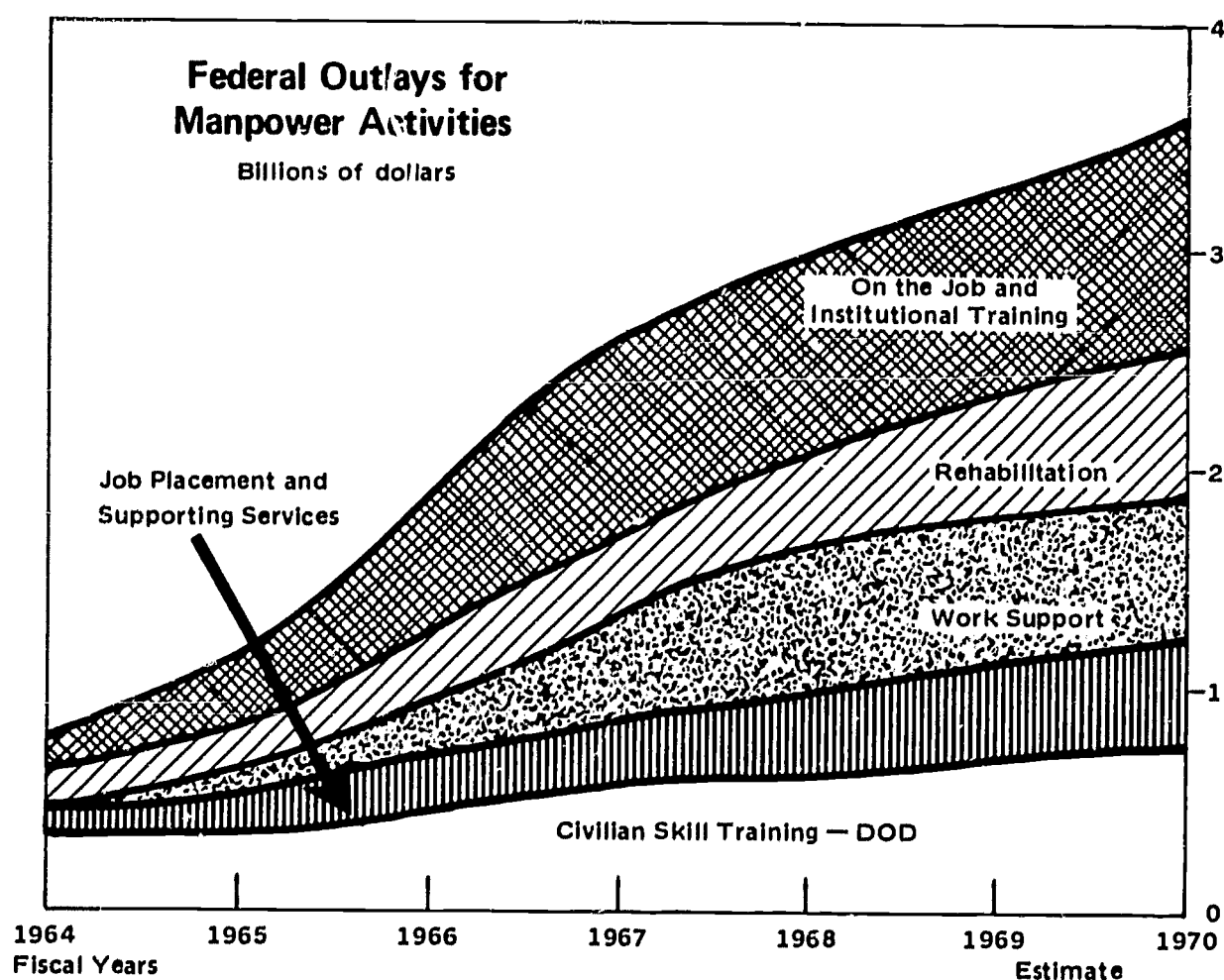
Another trend which is increasingly putting pressure on local governments to improve education and training methods is the rapid growth of manpower programs. A substantial impact from these programs has been at the entry and subprofessional levels. Here, remedial skill and general education is a necessary component to prepare the under-employed and unemployed for meaningful career opportunities in the public service. Table II illustrates the trend in federal outlays for manpower activities.

Outlays for various manpower programs are estimated to rise from \$735 million in 1964 to \$3.5 billion in 1970, almost five-fold! This will result in 2 million individuals finding suitable jobs. Of course, these programs have a spin-off effect as many public agencies establish employment programs for the disadvantaged with their own funds.

The figures and facts cited above again illustrate the need for effective education and training in the "growth" occupations of the public service.

5/ Harold L. Sheppard, The Nature of the Job Problem and the Role of New Public Service Employment, The W. E. Upjohn Institute for Employment Research, Kalamazoo, Michigan, January, 1969, pp. 20-24.

TABLE II



The August, 1969, proposals of President Nixon for new manpower training approaches envision departures from some past federal policies and a return to local determination. In his "New Federalism," the President calls for the parcelling of the annual federal outlay to the states under formulae which add new dimensions to state and local government public service education and training programs. There will devolve upon state officials, county supervisors and mayors the duty to develop manpower training activities which will include, perforce, many of this publication's proposals.

It is now time for government agencies and community colleges to recognize this need and move quickly - in a coordinated and cooperative fashion - to develop effective programs. The American Association of

Junior Colleges clearly delineates the potential relationship of community colleges and government agencies:

"There is much that the junior college in large urban areas can contribute to the solution of the manpower problems in public service. The extent of this contribution depends upon: (1) the willingness and ability of junior colleges to engage in educational experiments, and (2) an acceptance by urban governments of the potential role of the junior college in preparing men and women for careers in public service." 6/

Community Colleges - The Untapped Resource

By whatever name you label them, Community College or Junior College, they are still, in John Gardner's words: "The greatest American educational invention of the twentieth century..." Using California's system of community colleges as a model (with 700,000 students, it is the world's largest system of higher education), it is an easy task to pinpoint some of the reasons why the community college offers an excellent resource for public service training.

First, there are nearly 100 community college campuses ideally dispersed throughout the state. Higher education is within easy reach of desert and mountain communities. The community college is accessible to almost any government agency.

Second, a high school diploma is not required for entrance into a community college, if the applicant is eighteen or more years old and can reasonably be expected to profit from the educational experience.

Third, a wide range of academic courses can be obtained on one campus, from English and mathematics for the drop-out or disadvantaged student, to pre-law and pre-medicine for the college-directed youth.

Fourth, vocational education programs abound in the community colleges, with some curricula emerging in public service occupations.

6/ 1968 Urban Government Manpower and the American Junior College Report,
American Association of Junior Colleges, Washington, D. C., p. 21.

Paralleling state college and university development of professionals, community colleges are ready to prepare people for technician and sub-professional public positions. 7/

Fifth, community college programs are adapted to day and evening classes, accommodating in-service training as well as the pre-entry public service student.

Sixth, work experience and internship programs are available and encouraged for the pre-service student testing his adaptability to any one of a number of occupations.

Seventh, certificate as well as Associate of Arts degree programs exist to provide "core" training in particular areas of study.

Eighth, there exists a high degree of adaptability within the framework of the overall mission of community colleges which permits the development of new types of programs.

Thus, in the final analysis, it is conceivable that the community colleges can become education and training centers for upgrading existing government employees and developing new subprofessional employees for the government service. They have the flexibility and resources to contribute to the achievement of excellence in the public service. Government agencies must move to develop personnel methods and manpower techniques which will accommodate the variety of roles which the community college can fulfill.

7/ Community college efforts may soon be expanded to the concept considered in New York, a "plan to establish four-year 'professional' programs at its two-year community colleges, primarily to help meet 'severe manpower shortages'...in such fields as teaching, nursing, business and public service." (Emphasis added) New York Times, January 14, 1969, p. 17. NOTE: The 1968 Vocational Education Act amendments further expand the opportunity for community colleges to engage in a positive relationship with local government agencies, particularly in providing education and training programs for the disadvantaged.

CHAPTER TWO

IMPLEMENTATION TACTICS

IMPLEMENTATION TACTICS

Crucial to the development of educational and training programs for the public service is the full cooperation of involved government officials in planning and implementation. Some methods are suggested:

Dialogue - The First Step

A suggested model for assessing the potential impact of community college curriculum for government service would start with a groundbreaking meeting to apprise both groups - community college and public service people - of the roles and goals of their respective agencies.

Using the Institute for Local Self Government, the League of California Cities is moving in this direction with the recent creation of several pilot committees in selected community college districts. These units will comprise eventually, all public administrators within the district, organized to offer themselves as a local government occupations advisory committee. This approach recognizes the service-oriented disposition of the community college, responding to vocational education and training as the need is made known to it. Various occupations in the private sector are thus brought to attention by the advisory committees on which industry and commerce are represented. So, also, public sector needs and the initiation of dialogue thereon is expressed in the minutes of a recent meeting of the League's City Managers Department Executive Committee: "California has tremendous resources in its community colleges which could be directed toward filling the needs of municipal employees for in-service education and training. However, there needs to be a focal point in each district in the form of a city manager's committee which can work with curricula personnel in the colleges...It was agreed that an effort would be made to establish several pilot programs in order to test the idea."

After this first fact-finding step, the community college may then be in a position to establish specific occupational advisory committees, for example, in libraries, building inspection, recreation or planning, to name only a few. An on-going government occupational advisory committee can continue to weigh and consider all programs which bear on any given cluster of government occupations.

Occupational Advisory Committees

The function of specific occupational advisory committees is to advise community college administrators "regarding instructional programs in specific trades, crafts, or occupations." Specific functions might be to:

1. Analyze the local labor market to determine the need for specific education and training programs, to develop new and to retrain existing manpower sources.
2. Provide continuous communication between the college and the community occupational groups.
3. Help recruit people into the program, disseminate information about the program, and provide assistance in establishing work experience course credits and internship programs.
4. Provide a means of constantly evaluating the program, its content, instruction, etc.
5. Encourage public relations programs promoting public service education and training.

For fulfillment of Item 5, the community college might publish a brochure which describes all of the educational programs relating to government occupations for dissemination to government agencies.

It could also be sent to high schools to inform counselors, instructors and students of the availability of programs preparatory to government occupations. Additionally, community college catalogues might present, in one place, those courses and programs established for students interested in government occupations.

For the most part, the structure and mechanisms exist in the community college to establish almost any type of educational program if sufficient enrollment can be obtained. The primary problem for local, county, state, and federal government agencies is to clearly show the community colleges that there is a great need and a serious desire for innovative programs related to their needs. The programs suggested in this publication are intended to illustrate things which can be done by the community college in conjunction with local government; however, it will take substantial effort by government agencies to coordinate their own efforts and thus to establish themselves, unmistakably as potent clientele of the college.

What Government Agencies Can Do

Suggestions offered herein are based not only on local government personnel operations as they exist now, but as they ought to be changed to maximize the best educational potential of the community college.

One of the first steps for a personnel office is to identify those professional jobs which are difficult to fill. Based on such information, new types of trainee and technician jobs can be created below the professional level. For example, the following subprofessional positions (sample job specifications are included in the following sections) are only occasionally found in the typical local government table of organization:

Accounting Technician	Planning Trainee
Library Technician	Accounting Trainee
Planning Technician	Building Inspector Trainee
	Recreation Trainee

These proposed "Technician" positions might well require an A.A. degree (or A.S., as the case may be) but the "Trainee" jobs may only require a broad range of qualifications depending, of course, on the particular category.

In some cases even education less than completion of high school might suffice, coupled with the assurance of continuing education and in-service training programs.

There are, for example, many present positions requiring a baccalaureate; but, in light of recruitment difficulties now certain to be intensified by additional demands, consideration should be given to their restructuring. Thus, why not consider two years of college with two years of experience? Similarly, there are many openings for the holder of the high school diploma, also with an added two years of experience. Why not, in this case, consider two years of college in that occupational field, contemporaneously supplemented with work experience?

These are just a few combinations of education and experience making up standards which can be met in the two year community college; surely, little ingenuity need be expended to find many more!

In some cases, job specifications should acknowledge community college programs as meeting the educational requirements. This would permit in-service training and pre-service education programs to be established in the community college, an explicit acknowledgement of that area of the government employment labor market accommodated by the community college.

Personnel offices must reassess existing career ladders and build

into job specifications statements which would place the government agency in the position of really using the community college. Establishing new positions at technical and trainee levels opens up new job mobility pathways for many people for career advancement.

In addition to opening new types of positions and modifying job specifications to better use the community colleges, educational incentive plans are also beneficial in encouraging in-service employees to take courses. In its simplest form, this provides remuneration to the employee who takes a required number of courses each year. It is predicated on the notion that if employees undertake continuous learning programs, they become better rounded people and more capable workers with higher morale. Presently, in California, over 100 cities have some form of education incentive program, primarily in the public safety occupations.

As much as possible, personnel offices should become aware of the types of programs offered at the community colleges, participate in the development of new programs, and counsel employees on the types of courses valuable in honing their skills for existing positions and preparing them for promotional opportunities.

Personnel offices should also contact community colleges when they are preparing to recruit new people to determine if there are graduates from their programs who could qualify for vacant positions.

Professional organizations should likewise investigate how they can change some of the educational requirements constructively and improve existing job structures to facilitate the capable technician's negotiation of the pathway to professionalism.

While some of the thoughts suggested are oriented more to improving

training and education resources for the in-service employee, the concepts are applicable to developing a personnel system which will accommodate the pre-service student who is interested in entering a government occupation. In terms of the pre-service student, activities to interest him in government as a career must start with an early exposure to what local and state government is all about. In this light, the following suggestions ought to be considered by educators and government officials. Many of the ideas mentioned are already being acted upon but, a comprehensive view of the types of actions to give young people a broad understanding of the local government process and its concomitant occupational opportunities is yet to be developed.

The Pre-Service Student and Local Government Employment

Elementary School:

Through the cooperative efforts of teachers and government officials, there must be an exposure of young students to government processes, functions and job opportunities through imaginative audio-visual techniques and school visitation programs by various government officials. Regular field trips ought to be scheduled to show students, first-hand, what it takes to operate local government.

High School:

In the first years of high school, there can be a more thorough introduction to the multitudinous occupations in the public service sector. Counselors and instructors can be "educated" to the functions of local government and provided with resource materials to help deliver the message about local government's career opportunities. In the last years of high school, specific programs would:

1. Place more emphasis on local government processes in the typical

civics course. (Supplemental curricula could be developed with the assistance of governmental officials)

2. Provide career days, field trips and active involvement of students in local government activities through participation on youth commissions and other advisory bodies, broadening the perspective of youth regarding urban problems and government affairs.

3. Encourage eleventh and twelfth grade students (in California) to enroll in government occupational programs at the community colleges under the provision in the State Education Code.

4. Develop public service education programs in the high school with released time for work experience in public agencies. (Good fields to explore and ones which in fact, have been used, are recreation, library services and police. Other local government fields which could be assessed are building inspection, planning, accounting, personnel, health, education, welfare, etc.)

These suggestions require a high level of cooperation among high school teachers, counselors, community college staff, and government officials to develop local government courses, career information for government occupations, and the training of the various people involved with sufficient knowledge regarding the roles and functions of their counterpart agencies.

Community College:

It is in the community colleges where bold and broad, new steps can be taken to strengthen the educational process for public service occupations. This can start with the development of specific public service education curricula and related work experience and internship programs to give the pre-service student a sufficient measure of accredited, practical experience. Linkages can be developed between government personnel offices and the community colleges to insure that the supply of students is fully tapped by government. Required government courses should devote sessions to a review of occupational opportunities in state and local government, as well as the federal government. Community colleges can link up to the training and education components of various government manpower programs.

Role Playing

This publication also points out the need to consider comparatively, new types of training techniques which will bridge between two necessary components of effective job performance, namely, practical experience on the one hand and academic education and training on the other. Appendix C suggests that role playing when properly constructed can serve as one of those training tools which can bring together the valuable learning experiences from both the practical and academic worlds and assist in improving job performance. Therefore, it may be argued that role playing could be an integral part of any new curriculum development.

Curriculum developers should construct role playing guidelines similar to those suggested in Appendix C to provide "a realistic situation, taken from a governmental setting, often involving some conflict, in which participants play the roles as outlined in the script."

Five advantages of role playing are cited below and serve to justify the inclusion of this technique in curriculum development activities:

1. It builds an action bridge between theory and practice.
2. It allows for involvement in a reality experience without the threat of unfavorable consequences to the participants.
3. It develops an awareness of the effect of various attitudes in interpersonal relations.
4. It illustrates the parameters of decision-making.
5. It simulates a condition in which true feelings can be expressed and tensions about an incident may be released.

Taking the various suggestions offered in this section for improved working relations between the community colleges and government agencies it can be seen how the various educational institutions, acting

in concert, with local government can reverse the negative attitude towards government employment which still prevails in many quarters today. Exposure to government functions and occupations through first-hand experiences and well-structured classroom situations can begin to acknowledge the existence of those occupations which cope with today's complex and challenging local government problems. Then, the development of specific public service education and training programs will undoubtedly follow.

CHAPTER THREE

PROGRAMS AND OCCUPATIONS

PROGRAMS AND OCCUPATIONS

This section describes the types of programs which can be established in community colleges for the following occupational categories:

- Inspection Services
- Civil Engineering (Government Option)
- Accounting (Government Option)
- Library Services
- Recreation
- Planning
- Government Supervision and Management

There are many other occupations in local government where career ladders can be developed and education and training programs established. However, these specific occupations were chosen because, with the exception of police and fire where substantial curriculum development has already occurred, they represent the major areas of existing employment and projected manpower increases in traditional local government functions. There are new types of occupations suggested in Appendix E which could open up employment opportunities in addition to those new levels of employment (trainee and technician) suggested in the traditional local government occupations.

The following information is provided in this section for each occupational category:

1. Background information regarding projected growth rates in the occupation and general information about some of the activities which are already occurring in the occupation to create new employment opportunities and education programs.

2. A career ladder illustrating the job descriptions contained in the occupational category as well as comments about other jobs to which the career ladders might provide some horizontal movements.

3. Sequentially arranged job specifications which contain duties and tasks, knowledges and skills, suggested levels of training, as well as other pertinent information. Each job specification also lists specific community college courses which would be valuable for enhancing a person's ability to perform the tasks in his present position as well as preparing him for subsequent positions. The only courses listed are the core courses and not general education and elective courses. Of course, when courses would be taken is based, in part, on whether they are for a pre-service student or an in-service employee. Course descriptions are provided in the curriculum guidelines. 8/

The job specifications are prepared in a format which is similar to that used by most local government personnel departments. The modified job specification format along with the information contained therein may serve as a catalyst for personnel departments to consider creating new types of trainee and technician level positions. It may also result in changes to education, experience, and other employment qualifications. The job specifications suggested by the Task Forces represent a number of subprofessional positions which do not now exist but which ought to exist if the "highest and best use" of a professional's time is a desirable objective. A recent paper by Paul Harbrecht supports this contention in stating that it is:

"Possible that the urban community college can be inventive in stimulating programs that have been discussed in the professions, whereby a group of para-professionals could be created, for example: legal aides, medical aides and engineering assistants. As we move into an age of more highly developed technical skills, it is becoming evident in certain professions that it is wasteful to have technical people performing functions at a lower level than those for which they are qualified, merely because we do not have personnel who are capable of performing less demanding tasks. Here again, the

8/ See Appendix D for a description of the format of the job specifications contained in this section and a model specification.

dialogue with the professional community could be extremely important to the inventive community college." 9/

4. General curriculum guidelines are included which suggest that the range of education and training necessary to accommodate the sub-professional positions shown on the following pages could start with less than a high school diploma and extend to a two-year degree program in the community college. All relevant educational activities for the jobs described herein could be accommodated by the community college system.

Table III provides a recapitulation of the general categories of courses which would comprise an overall public service education program. As suggested under the heading of OBJECTIVES, the courses could be provided in different "mixes" to accommodate both the pre-service student and the in-service employee.

5. Finally, it is noted that Appendices B and C contain information which supports and complements that which is contained in this section. Appendix B sets forth information from a survey of over 30 cities and provides ideas and suggestions of operating officials regarding other entry level types of jobs which might be developed.

Since many of the local government jobs vary widely from one jurisdiction to another, the focus of this publication has remained on those more traditional public service occupations. This is where the greatest employment needs appear to exist and where further efforts to develop trainee and technician positions could relieve these occupations of existing and projected chronic manpower shortages.

Appendix C provides a supplemental educational device (role playing) to the curriculum guidelines which when considered jointly can provide the educational and training tools to prepare existing employees or new people to perform the tasks described in the trainee and technician specifications included herein.

9/ Paul P. Harbrecht, The College of the City, The National Institute of Public Affairs, Washington, D. C., March, 1969, p. 9.

TABLE III

LOCAL GOVERNMENT PROGRAM OUTLINE FOR ADAPTATION IN THE COMMUNITY COLLEGE SYSTEM

<u>CATEGORIES OF COURSES</u>	<u>OBJECTIVES</u>	<u>TYPES OF COURSES</u>
I. Supportive Courses	<p><u>Pre-service</u> - Orientation to local government and completion of certain basic general types of courses.</p> <p><u>In-service</u> - Refresher course in state and local government and basic courses identified in two areas by government officials as essential to effective performance of government employees: Human relations and management (oral and written) communications.</p>	<p>1. State and local government course or related government course (with built in 1-2 week exposure to various types of occupational opportunities and educational resources in local and state government).</p> <p>2. Management (oral and written) Communications. **</p> <p>3. Human Relations. **</p>
II. Technical Courses	<p><u>Pre-service</u> - Development of skills in government occupations leading to employment in entry level or technical position.</p> <p><u>In-service</u> - Strengthen and train existing government personnel to better perform existing jobs and prepare for promotional opportunities.</p>	<p>1. Skill courses in Recreation, Government Accounting, Civil Engineering (Government Option), Inspection Services, Planning, Libraries, Police, Fire, Health, Welfare, Community Development, etc.</p> <p>2. Work experience courses or internship program for on-the-job training of pre-service students.</p>
III. Mid-Management Government Courses	<p><u>Pre-service</u> - Develop a knowledge of government administration and supervisory functions.</p> <p><u>In-service</u> - Prepare present employees for supervisory, staff and administrative positions, particularly at the mid-management levels in local, state and federal government. Develop a better understanding of management functions.</p>	<p>1. Public Administration</p> <p>2. Organization and Management Theory</p> <p>3. Public Finance</p> <p>4. Public Personnel</p> <p>5. Human Relations</p> <p>6. Management Communications</p>

** Basic courses applicable at either I or III level.

(1) I & II could lead to a certificate or Associate of Arts degree in specific, technical occupation in government.

(2) I & III could lead to a certificate in governmental supervision and management.

(3) New types of government programs such as those fostered under the federal New Careers programs in some community colleges could be substituted for some of the courses suggested above. Most New Careers programs are built to lead into the II level, technical government occupations, which have a high payoff potential for full-time employment.

(4) General education courses, such as, English, health education, physical science, etc., are not shown here since they are fairly uniform from college to college.

INSPECTION SERVICES

(Building Inspection)

The Department of Labor reported in a recent publication that code investigators and inspectors were among those occupations for which substantial growth during the next 5-10 years is quite likely. Of course, there is a substantial need for in-service training in this area to improve the skills of inspectors. The consensus of the Institute's Inspection Services Task Force supports the Department of Labor conclusions that substantial growth will continue in inspection activities, particularly those which relate to housing and urban renewal programs.

Besides the growing demand for more manpower in this occupational category, community college curriculum is vital for opening up new recruitment sources for government agencies rather than relying almost exclusively on the crafts and trades for producing an ample supply of inspection personnel. The Department of Building and Safety, City of Los Angeles has developed a program which uses the community college as a prime resource for trainees. The City of Los Angeles prefers this approach for obtaining inspection personnel because "technological advancement and the rapid growth of the construction industry demands educational background in the persons responsible for the inspection of all structures, compliance with ordinances, codes, specifications, plans, and contracts."

The original materials developed by the Institute's Inspection Services Task Force were subsequently submitted to a Statewide Advisory Committee on Building Inspection. This committee included leading building officials and community college representatives as well as staff from the

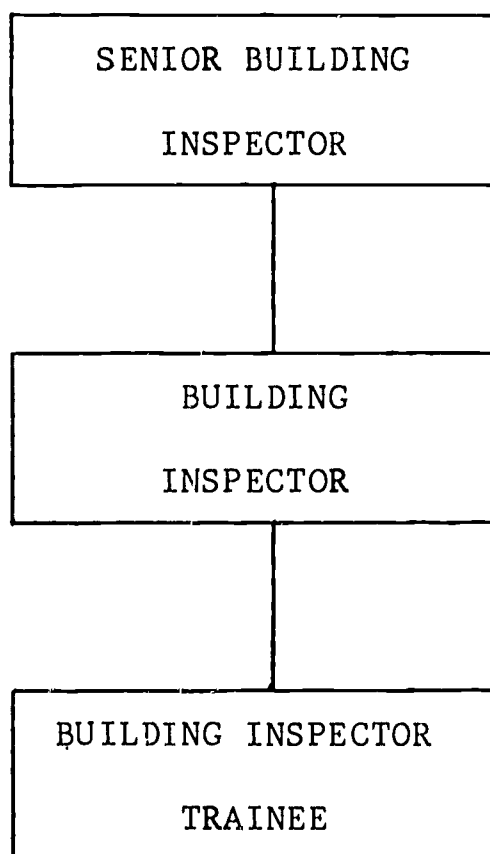
International Conference of Building Officials (ICBO). This committee has developed a set of recommendations soon-to-be jointly published by the ICBO, the California Community Colleges, and the Institute for Local Self Government. This committee's curriculum suggestions are included in this section.

In California, there are about 19 community colleges which have Certificate or Associate of Arts degree programs in building and construction inspection. Almost all of these programs are geared to in-service employees.

The attached job specifications include a description of a trainee position not normally found in existing tables of organizations of cities. This type of position could be used to recruit the disadvantaged person into a low level type of trainee position or to obtain the person with 1-2 years of college education in building or construction inspection technology.

BUILDING INSPECTION

CAREER LADDER



Note: This career ladder is predicated on the use of the building inspector as a generalist inspector who would perform a variety of inspectional services in accordance with various codes. Specialization into plumbing, electrical and other specific areas would occur at the senior level.

If desired, the Building Inspector Trainee position could lead to specialized positions in plumbing, electrical, housing inspection as well as code enforcement in urban renewal and neighborhood conservation projects. This type of movement would be contingent on the level of education attained by the Trainee.

Also, in a highly specialized Inspection Department, there might be separate career ladders, with trainee positions in plumbing inspection, housing inspection, electrical inspection, plan checking and depending upon how local government functions are organized, public works construction inspection. The curriculum guidelines are intended to maximize lateral movements in this type of occupational cluster.

Building Inspector Trainee

This is a trainee position in learning to enforce local and state building codes. Under direct supervision, the trainee progresses from simple, easily-defined tasks to ones of increasing difficulty. Emphasis is placed on the ability to develop effective public contacts with builders and contractors in conducting routine work. Limited knowledge of the department's work is required, along with limited creativeness and solving of problems. At this level inspectional duties are limited mostly to single family dwellings.

Tasks:

Receives and processes permit applications and issues permits for simple types of construction and installation projects; answers questions regarding set procedures, basic plan requirements, etc.;

Inspects fences, patios, carports, residential blockwalls, etc.; conducts occupancy surveys in various structures, such as apartments and hotels;

Makes observations, surveys and reports of routine code violations; takes pictures of zoning, housing, building, and related code violations and illegal construction activities;

Surveys and identifies non-conforming uses such as setbacks, square feet of building space, signs, non-conforming buildings such as utility shacks;

Retrieves and files permits, maps and construction plans; determines amount of and collects fees and writes out receipts for building, plumbing and electrical permits and miscellaneous permits and applications.

Knowledges, Skills and Abilities:

1. Knowledge of procedural instructions and processing forms
2. Knowledge of language used in building construction
3. Knowledge of construction materials used in fences, patios, carports, blockwalls
4. Knowledge of construction standards required by codes and ordinances
5. Knowledge of zoning codes

Training Guidelines:

1. Procedural manuals
2. Community college course; construction work
3. Job training
4. Office manuals
5. Office manual

6. Skill in reading codes
7. Skill in speaking with others and following structured interviews
8. Skill in driving a car
9. Skill in operating a camera
10. Skill in use of measuring devices, such as tape measure
11. Skill in map reading
12. Skill in mathematics through percentages
13. Skill in use of alphabetical files
14. Ability to fill out forms

6. High school
7. Community college course; high school
8. High school
9. Job training
10. High school; job training
11. High school
12. High school
13. Grade school
14. Job training

Education and Experience:

Applicants must present some evidence that they have the ability to read and interpret reading material of high school level difficulty.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Construction materials
2. Plan Reading and Drafting
3. Building Codes and Standards
4. Field Inspection Techniques
5. Technical Mathematics
6. Written and Oral Communications
7. Human Relations

Building Inspector

This is skilled work in inspection of buildings, construction, repairs, improvements, and uses. Inspectors are usually craftsmen of the building trades and are responsible for enforcing state and local building regulations. Work is varied, requiring inspection of residential, commercial and industrial structures, and thus, requires independence of action, judgement and discretion in interpreting and applying codes. The work is under general direction, and a supervisor is available for guidance in cases without precedence or departmental policy. The work involves only moderate creativeness in solving a few major problems. However, contacts with the public, builders, contractors and engineers, requires tactful and firm persuasion.

Tasks:

Inspects buildings under construction, alteration or repair for compliance with building laws;

Examines plans and specifications of buildings for conformity with zoning regulations;

Inspects damaged buildings and reports need for repairs or demolition;

Investigates alleged violations of codes;

Issues orders for correction of violations such as non-compliance with plans, specifications and codes;

Collects evidence for hearings regarding code violations.

Knowledges, Skills, and Abilities:

1. Knowledge of materials and methods in the construction trades
2. Knowledge of codes, ordinances, and laws pertaining to construction
3. Skill in reading construction plans and specifications and comparing them to construction work in progress
4. Skill in identifying faulty construction or hazardous conditions caused by damage and/or deterioration

Training Guidelines:

1. Community college courses; job training; experience
2. Community college courses; job training; experience
3. Community college courses; job training; experience
4. Community college courses; job training

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| <ul style="list-style-type: none"> 5. Skill in understanding and enforcing regulations in dealing with the public and special groups 6. Skill in compiling appropriate data in compliance with codes and ordinances and requirements of attorney's office | <ul style="list-style-type: none"> 5. Human relations courses; job training 6. Community college courses; job training |
|---|--|

Education and Experience:

Applicants may have:

completed two years of experience as a Building Inspector Trainee and possess a certificate from a community college in building inspection technology;

or

completed one year of experience as a Building Inspector Trainee and possess an A.A. degree from a community college in building inspection technology;

or

completed three years of experience in the building trades as a journeyman craftsman and have been or be enrolled in a community college building inspection technology program.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

- 1. Electrical Inspection
- 2. Mechanical Inspection
- 3. Plumbing Inspection
- 4. Housing Inspection
- 5. Soils and Grading
- 6. Construction Organization and Management

Senior Building Inspector

This the supervisory and skilled work in the inspection of building construction, repairs, improvements, and uses. A Senior Inspector plans and leads a program in enforcing state and local building regulations. The program is varied residential, commercial and industrial structures. The work involves solving complex inspectional problems which are without precedence or policy. The work involves a high level of experience and creativeness in solving major problems under general direction. The Senior Building Inspector has public contacts which have far reaching consequences and require coordinating the opinions of a number of people.

Tasks:

Plans, assigns and supervises work of subordinates;

Reviews inspection reports, resolves technical problems or makes recommendations;

Inspects complex building projects;

Interprets codes to builders and developers regarding building projects;

Coordinates with and approves reports of special inspectors (generally assigned to large construction projects);

Reviews and recommends changes to codes and regulations

Knowledges, Skills and Abilities:

1. Knowledge in depth of codes and new and emerging construction methods and techniques
2. Knowledge in depth of inspectional methods and building codes and regulations
3. Knowledge in techniques of planning and supervising staff engaged in technical inspections

Training Guidelines:

1. Seminars; conventions; personal reading and research
2. Seminars; conventions; personal reading and research.
3. Community college courses; in-service training.

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| 4. Skill in planning and organizing work and effectively supervising staff | 4. Job training; experience |
| 5. Skill in understanding, in depth, codes, ordinances, and laws pertaining to the regulation of construction activities | 5. Job training; experience |
| 6. Skill in preparing reports regarding code violations for hearings and other written reports. Skill in communicating effectively with builders and developers | 6. Job training, experience, special courses in communication |

Education and Experience:

Applicants must have three years of experience as Building Inspector and possess an A.A. degree from a community college in Building inspection technology.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Plan Review - Non Structural
2. Plan Review - Structural
3. Building Inspection Administration
4. Advanced Training Courses, Seminars, and Workshops in Inspection Methods and Techniques

SUGGESTED

COMMUNITY COLLEGE CURRICULUM GUIDELINES

INSPECTION SERVICESTechnical Core Courses a/Course Title and Brief Description of Course Content

Construction Materials - Structural and Non-Structural

This would be an introductory course for pre-service students to acquaint them with the following: Construction terminology; methods of construction; construction materials including the study of wood, masonry, concrete and steel construction and a survey of roofing, glazing, wall and floor finishes; types of construction; laying out and planning of construction activities; field trips and discussions with building, plumbing, and electrical contractors; some contract law; construction equipment; and coordination of building construction with supportive crafts and trades.

Plan Reading and Drafting

This course would be designed to teach the student how to interpret general and specialized specifications; a review of the fundamentals of mechanical drawing; and the ability to interpret and relate drawings and plans and reading of blueprints. (An existing course in blueprint reading and sketching offered at a community college would fulfill this requirement.)

Building Codes and Standards

This course would introduce the student to the various codes with which the inspector ought to be thoroughly steeped in and the standards of good building practices which these codes are intended to preserve.

General content: History and development of codes; code terminology; legal basis of the codes, types of codes; use of the uniform building code as a means of regulation and control in the building construction industry.

Specific content: Fire resistive standards and testing procedures.

Equivalencies and evaluation of equivalencies: Structural standards and static loading tests.

It would also include the study of: Lumber grading, steel grades, masonry and mortar qualities; concrete quality; racking tests and criteria development; model building codes; the Uniform Building Code; sources of standards; standards writing; and case studies of code infractions and field trips to review construction projects in progress.

a/ In the opinion of the Statewide Advisory Committee on Building Inspection, these core courses are considered common to building, plumbing, electrical, housing and construction inspection in both public and private agencies.

Field Inspection Techniques

This course would be required for all pre-service students and probably in-services employees. This would provide a review of all aspects of inspecting construction jobs-in-progress. For example, in building inspection, it might include the following: General content: Duties of the inspector; legal responsibility of the inspector; the public relations role of the inspector; the role of building inspector in the overall regulatory functions of a city; relationship to other inspection and engineering functions; and, zoning and land use concepts.

Specific content: Site inspection - building code and zoning ordinance requirements; foundation inspection; frame inspection (structural) masonry; wood; concrete; steel; construction details inspection (non-structural); veneer; vertical openings; roofing; exits; skylights; fireplaces, flues and vents, and heat-producing appliances; fire-extinguishing systems; fire-resistive construction and interior finishes; gypsum wallboard and lath and plaster; glass and glazing; occupancy inspection; areas and heights; fire-protection of exterior walls; light and ventilation; sanitation; special hazards; occupancy permits and unsafe buildings inspection.

Post Inspection Procedures: record keeping and correction of construction defects.

Soils and Grading

A study of the problems and solutions thereto, encountered in the soils work of a construction job.

Plumbing Inspection

An introduction to the art of inspecting the plumbing work on the construction job.

Mechanical Inspection

An introduction to the art of inspecting the heating and ventilating and refrigeration work on the construction job.

Electrical Inspection

An introduction to the art of inspecting the electrical work on the construction job.

GENERAL CORE COURSES

Technical Mathematics

Students are given instruction in the use of addition, subtraction, multiplication, division, denominational numbers, fractions, mensuration and plane geometry pertaining to building trades.

Written and Oral Communications

This course would provide an integrated approach to preparing correspondence and reports using simple statistical methods as a tool for meaningful analysis and presentation of data in the written report. Emphasis would be on identifying and analyzing a problem, researching the problem, collection and analysis of data, use of

charts, graphs and other illustrations, stating alternatives and making recommendations. Oral communications would be developed through presentation of reports in lecture, conference and group workshop sessions. Robert's Rules of Order would be reviewed in the context of conducting group discussions. Agenda would be prepared for conducting meetings and minutes of discussions prepared.

Human Relations

This course deals with increasing personal effectiveness in interpersonal relationships and how to work with and understand individuals in work group situations. It employs a leadership workshop including demonstrations, lectures, and structured role playing and sensitivity training sessions.

Construction Organization and Management

This course offers an introduction to modern management theory and techniques with application to modern construction problems. The student is given an understanding of supervisory principles as they apply to managerial positions.

Additional Courses for Building Inspection Option

Plan Review (non-structural)

Introduction, legal aspects, blueprint interpretation; requirements based on occupancy - general; requirements based on occupancy - detailed; requirements based on zoning - land use or fire; requirements based on type of construction; requirements based on height and area; requirements based on details of construction; existing requirements; residential requirements - housing (a) a typical retail store, (b) a typical assembly building (church); valuation; permit issuance; summary and conclusions.

Plan Review (structural)

Introduction: review of applied algebra; statics and dynamics and scalars and vectors.

Structural loading: dead load; live load; lateral load; weight of building materials and load distribution.

Basic stresses, tension, compression, shear; flexural stress; supports; bending moment theory; section properties; strength values of structural materials; design and review of a simple wood beam and column system; wind force on a wood frame building and composite construction (reinforced masonry retaining wall).

Housing Inspection

Examination of inspection problems, code enforcement practices and housing codes as they relate to existing residential buildings.

Building Inspection Administration

Introduction to the principles of organization and management, particularly as they relate to public agencies; functions of building inspection departments; review of current problems in the building inspection field; techniques of personnel supervision, budgeting, and record keeping; functions of boards and commissions; problems of equity in code enforcement; techniques of public relations.

CIVIL ENGINEERING
(Government Option)

In dealing with this occupational category at the local level of government, the Public Works Task Force divided engineering into three subcategories - office engineering, construction inspection, and field engineering. Generally these types of positions would fall into the following occupational categories as reported in the Department of Labor publication entitled Manpower in State and Local Governments, 1965 and 1975:

<u>Occupation</u>	<u>1965</u>	<u>Employment</u> <u>1975 (est.)</u>	<u>Projected</u> <u>Percent Increase</u>
Engineers	66,600	105,000	58%
Engineering Technicians	44,600	70,000	57%
Draftsmen	18,700	29,500	58%
Surveyors	17,100	29,000	70%

This occupation will exceed the overall growth rate projected for government occupations during the 10 year period from 1965 to 1975.

The Public Works Task Force generally felt that the orientation to civil engineering has been waning somewhat in recent years due to the increased specialization within the engineering profession. However, in local government engineering, the demand for the civil engineer who is capable of designing and engineering a broad range of public improvement projects is increasing. Concomitantly, the supportive positions of technicians are likewise increasing to meet anticipated demands in this area.

Part of the reason for the growth in technician positions has been documented in a recent study prepared by a licensed civil engineer who is

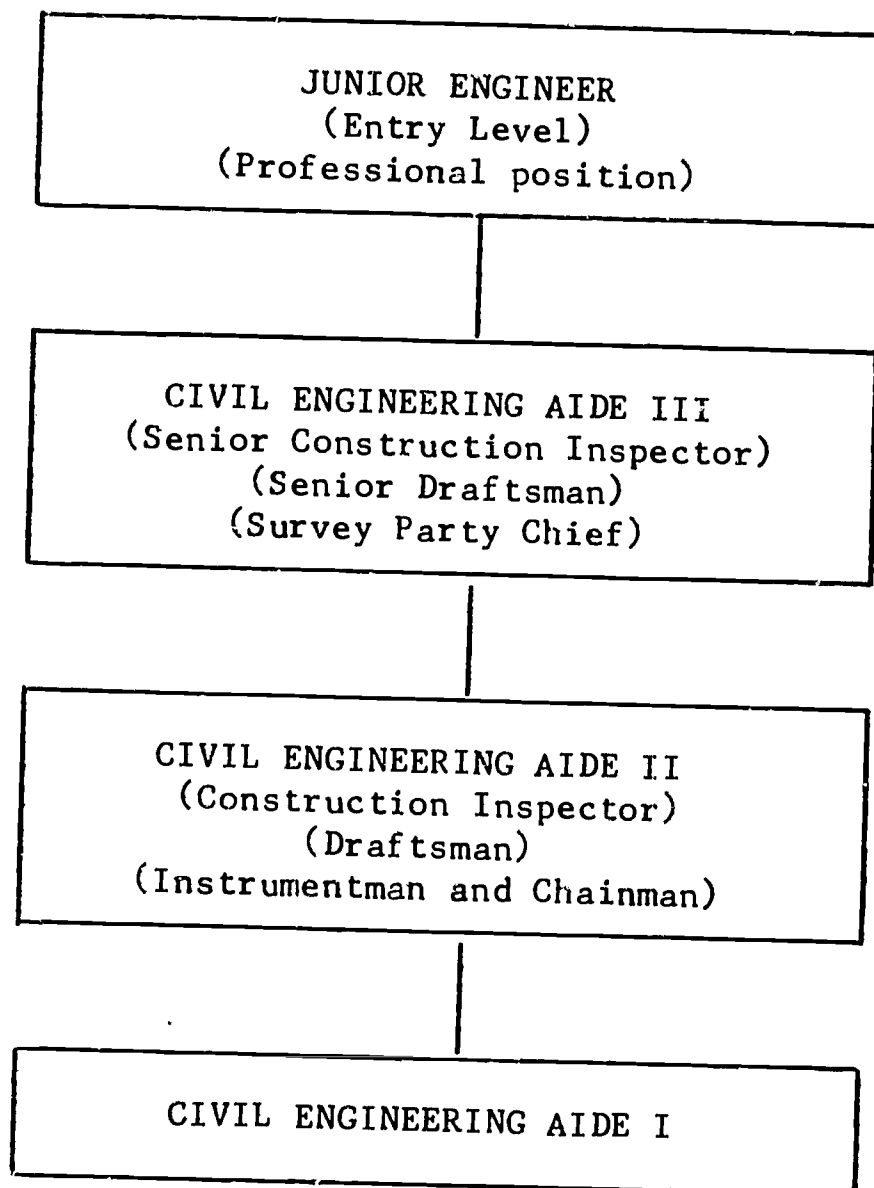
a public works director in a southern California community.^{10/} This study makes a case for community college programs which are oriented more to the needs of local governments in the area of training and education for civil engineering technicians, because "potentially capable but inexperienced employees in this field take considerable training time at a high expense and at the expense of valuable time on the part of the professional engineers." Findings from the study indicated that of a sample of 18 cities, of which about 60% replied, there were some 317 engineering aide positions filled during the previous twelve month period. Most of the cities would have preferred to have graduates from a 2-3 year community college program. The study states that a work-study program of about 3 years would be desirable with alternative work training and classroom sessions during this period. It further states that there is an "unmet demand for qualified engineering aides in public agencies;" that cities "are cognizant of the deficiencies in engineering aides and are willing to cooperate and assist in a program which would alleviate the critical deficiency; and, that community colleges in California are willing and able to innovate and will cooperate in a training program where there is a demonstrated need and sufficient candidates."

There are, of course, a number of situations in the typical city or county public works department where the community college can and now does play a role in the training of operation and maintenance personnel. All of the employees in such functions as the operation of a sewerage system, water treatment and distribution systems, equipment and building maintenance, the maintenance of streets, storm drains, curbs, gutters, sidewalks, the operation and maintenance of transportation systems, such as buses and airports, etc.,

^{10/} George H. Mimmack, Development of a Work Study Course for the Training of Civil Engineering Aides, Graduate School of Government, California State College at Los Angeles, December, 1967.

require certain skill and supervisory training. It is in this area where fruitful efforts can be made between the cities and counties on the one hand and the community colleges on the other, in developing meaningful in-service training and pre-service education programs. For the purposes of this publication though, our discussion of jobs and curriculum in public works is limited to public works engineering.

CIVIL ENGINEERING (Government Option)
SUBPROFESSIONAL CAREER LADDER



Note: The career ladder developed by the Public Works Task Force integrated surveying, inspection and drafting positions into one major occupational category. This was considered a valuable technique by which flexibility in staffing patterns could be achieved. The educational and training similarities in the jobs permits this type of clustering.

In large agencies, there might be additional occupations, such as, electrical engineering, traffic engineering, etc., where a comparable career ladder could be utilized.

Civil Engineering Aide I

This is a trainee position in subprofessional engineering. The work requires versatility from the employee regarding a liking for as well as adaptability to do routine labor, clerical, mathematical, and inspectional tasks. Emphasis is on the ability to learn increasingly difficult technical tasks. The work is performed under direct supervision, and the employee must be open to constructive criticism and be flexible in training.

Work requires limited creativeness and initiative at first. However, the potential for creativeness and initiative must be present.

Tasks:

Inspection

Reads simple blueprints, plans and sketches; sets up equipment for laboratory tests; performs simple laboratory tests such as sieve analysis; cleans laboratory; posts legal notices; makes simple computations and cost extensions; computes data regarding quantities of materials, such as concrete yardage, square foot of sidewalk, lineal footages, etc.

Office

Copies plans and drawings; indexes, catalogs, and files engineering documents; inventories drafting supplies; assembles specification sets; operates office equipment, such as copying, blueprint and adding machines; does routine shading and coloring of maps and related documents; does simple drafting; prepares cross sections, maps, profiles and charts; does lettering by prescribed methods; transposes engineering scales.

Field

Holds measurement tapes of chains and records measurements; serves as flagman in directing traffic; clears brush from survey line with hand tools; holds level rod at designated points; moves target on level rod; cleans survey equipment; searches for survey monuments; drives and cleans survey truck; carries and sets stakes;

Knowledges, Skills and Abilities:

1. Knowledge of basic applied mathematics including units of measurement

Training Guidelines:

1. High school or community college courses

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| 2. Knowledge of simple drafting skills and drafting equipment | 2. High school or community college courses |
| 3. Skill in operating a survey truck | 3. High school or community college courses; driving school |
| 4. Skill in use of hand tools | 4. Experience |
| 5. Ability to learn rapidly on the job | 5. Aptitude |
| 6. Ability to work with other employees | 6. Human relations course |
| 7. Ability to do arduous physical work | |

Education and Experience:

An applicant needs no experience to do this job. However, he should have a tenth grade education with successful completion of courses in math and drafting.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Drafting I
2. Surveying I
3. Engineering Mathematics I
4. Oral and Written Communications
5. Human Relations

Civil Engineering Aide II

This is subprofessional work in the support of engineering tasks. The employee is a versatile and skilled technician in field, office and inspectional functions. Work is under the general supervision of professional engineers, who are responsible for interpretative and policy guidelines of the work. Supervision is available for solution of problems. Work involves moderate creativeness and some public contact in answering routine questions.

Tasks:

Office

Does finished drafting; does hand lettering and operates lettering equipment; makes advanced mathematical calculations; analyzes and plots profiles and cross sections; draws maps and charts; interprets field notes and sketches; computes grades and curves; prepares simple details and enlargements from sketches or standards; answers routine questions at public counter regarding permits, fees, on basis of established procedures and fee schedules;

Inspection

Measure and sample tests materials from street, sewer, curb, gutter sidewalk and storm drain projects; determines quality of trenching, shoring, backfilling, and compaction and quality and quantity of concrete, asphalt, etc.; inspects forms for alignment and grade; inspects pipelaying for alignment of joints and grades; inspects installation of manholes, valves, street light utility poles, grade panels, landscaping and signs for proper location; maintains records of types of materials, quantities, costs, and change orders involved in contract work; coordinates inspection activities between contractors, public utility companies, and public works engineers; reviews and interprets construction plans and specs in accordance with specified construction standards.

Field

Sets up, operates and adjusts transit, level and other precision instruments; computes and measures lines, angles, distances, volumes, grades, and elevations; sets survey monuments; makes field sketches and notes; locates survey monuments and bench marks.

Knowledge, Skills, and Abilities:

1. Knowledge of mathematics through the fundamentals of college trigonometry
2. Knowledge of advanced drafting methods
3. Knowledge of construction materials and methods of testing
4. Knowledge of state and local construction regulations
5. Skill in use of surveying equipment
6. Skill in reading maps, plans, and specifications
7. Skill in meeting the public in routine contacts
8. Skill in use of various engineering instruments to measure quantities

Training Guidelines:

1. Community college course
2. Community college courses; job training
3. Community college courses; job training
4. Community college courses; job training
5. Job training
6. Job training
7. Human relations course; job training
8. Community college course; job training

Education and Experience:

Applicants without experience should present an A.A. degree in Civil Engineering Technology with course work in drafting, engineering mathematics, surveying and construction materials, and inspectional techniques. Applicants with the equivalent of a high school degree must also have two years of experience at the level of Civil Engineering Aide I supplemented by the required training courses.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Design Drafting I
2. Technical Mathematics II
3. Construction Materials and Inspection Techniques
4. Surveying II
5. Principles of State and Local Government

Civil Engineering Aide III

This is subprofessional work in the support of complex engineering tasks meeting high standards of excellence. Under general direction of a professional engineer, the Civil Engineering Aide III also provides general and close supervision of junior aides. The work is varied and flexibility is expected; however, practically, an Aide III may be assigned to supervise either in the field, office, or inspection sections. Work involves solving major problems and moderate creativeness. Public contacts with contractors and builders are difficult, requiring persuasive enforcement of the law in demanding that specifications be followed.

Tasks:

Inspection

Acts as resident inspector on major construction projects; prepares and submits progress and final payment reports; inspects work-in-progress and finished jobs for compliance with engineering specifications; reviews and interprets construction plans and specs in accordance with construction standards; coordinates with contractors, engineers, architects on allowable deviations from standards; inspects excavations, scaffolding, and work procedures for compliance to safety standards; helps settle disputes between contractors and contractee; supervises subordinates;

Office

Does difficult drafting and computations on sewers, streets, storm drains, property closures, etc.; acts as squad leader in major drafting assignments; prepares preliminary reports and specifications such as gas tax report; prepares and interprets legal descriptions; prepares preliminary cost estimates; provides liaison with related engineering, legal and planning functions; does initial design of curb grades, sidewalks, alleys, sewers, water mains, etc.; coordinates with utility companies in the design of projects; answers more difficult questions over the public counter and by telephone.

Field Engineering

Directs and assigns work to survey party chiefs; verifies that exact locations and measurements are made; finalizes all computations and field notes; conducts difficult surveys; adjusts and calibrates surveying instruments; enforces safety regulations; provides liaison between

contractors, engineers and public; prepares progress and final reports as necessary.

Knowledges, Skills and Abilities:

1. Knowledge of advanced construction methods and techniques
2. Knowledge of details of various rules and regulations governing construction standards
3. Knowledge of safety regulations in construction work
4. Knowledge of supervising and training techniques
5. Knowledge of advanced design drafting techniques and standards governing design and construction of public works improvements
6. Knowledge of government functions and their interrelation
7. Knowledge of legal and real estate terminology
8. Knowledge of advanced surveying practices and procedures, and surveying equipment and tools
9. Skill in human relations and effective communication with groups
10. Skill in reading, interpreting, and comparing plans and specifications to construction standards
11. Skill in writing concise, accurate reports
12. Skill in making cost extensions and understanding units of measurement.
13. Skill in utility planning and construction processes

Training Guidelines:

1. Community college courses; experience
2. Community college courses; experience
3. Experience; safety courses.
4. Community college courses; in-service training; job training
5. Community college courses; job training; experience
6. Job training
7. Job training
8. Community college courses; experience; job training
9. Job training
10. Community college courses; job training; experience
11. Job training
12. Job training, college courses
13. Job training

Education and Experience:

Applicants must have three years of experience at the level of Civil Engineer Aide II, plus skill courses in supervisory methods and advanced engineering skills at the community college level.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Design Drafting II
2. Advanced Construction Materials and Inspection Techniques
3. Surveying Application

Junior Engineer

This is beginning level professional work in civil engineering in the office, field and inspection divisions. Work is initially under the direct supervision of a senior civil engineer; with increasing independence. In any case, technical and supervisory guidance is available. Public contacts are complex, requiring the ability to firmly but tactfully enforce specifications with contractors. The work requires moderate knowledge of the departments policies and procedures. Rarely does the employee come across a major problem, although he is expected to solve many minor professional problems. Junior Engineers frequently direct the work of sub-professional personnel.

Tasks:

Prepares geometric design for street widening and channelization;

Inspects major public works construction projects;

Designs plans and specifications; estimates costs for construction and alteration of streets, sewers, retaining walls, airport and water front facilities, etc.; does a wide range of engineering computations;

Does other than routine material testing; acts as Chief of Field Party on minor survey work;

Performs some drafting functions, such as plots survey notes, draws cross sections, profiles and improvement plans for streets, sewers storm drains, and traffic flow charts;

Prepares traffic space-time diagrams; does traffic signal design and traffic signal timing studies; performs traffic survey work.

Knowledges, Skills and Abilities:

1. Knowledge of theory and principles of civil engineering, including traffic
2. Knowledge of engineering methods and techniques in design of streets and sewers
3. Skill in performing simple professional engineering investigations and make reports
4. Skill in drafting, lettering, surveying, testing and engineering computations

Training Guidelines:

1. College courses
2. College courses
3. Job training; college courses
4. Job training, college courses

5. Ability to deal effectively with people

Education and Experience:

Applicant should have a bachelor's degree in Civil Engineering. Applicants without degrees must show four years advanced experience in sub-professional engineering with substantial completion of a curriculum in civil engineering, and an Engineer-in-Training Certificate. Such experience may be the combined experience as a Civil Engineering Aide I, II, and III.

SUGGESTED

COMMUNITY COLLEGE CURRICULUM GUIDELINES

CIVIL ENGINEERING

(Government option)

Technical Course Title and Brief Description of Course Content

Drafting

This is a basic class in mechanical drafting. Use of instruments, orthographic projections, lettering, sectional views and auxiliary projections are studied to develop drafting and drawing knowledge and skills. A brief survey of pictorial sketching and drawing and making charts and diagrams is included.

Surveying I

This is an elementary course in surveying, including the fundamentals of plane surveying and the use and care of equipment. Accurate measuring of distance (taping and chaining); theory and practice of leveling, angles and bearings; simple applications of transits and levels, notekeeping; curves, and stadia are studied.

Engineering Mathematics I

This course relates the technical applications of algebraic and geometric procedures to public works engineering activities. It would consider integrated mathematics covering selected topics in algebra, trigonometry, analytical geometry, and calculus.

Surveying II

This course covers the use of the transit, theodolite, and self leveling level. Also considered are topographic surveying, running cross sections, earthwork computations, geometric design, and property line surveys.

Construction Materials Inspection Techniques

This is an introductory study of methods to determine quantities of materials, equipment, labor, and money required for construction projects. It includes characteristics and capabilities of work equipment; methods of obtaining unit costs of in-place construction and field reporting practices and responsibilities of field inspection. Concrete and asphalt paving is emphasized. Form setting and pavement rolling techniques are covered. Also considered are public relations techniques.

Design Drafting I

This course acquaints the student with plans and profiles for streets, sewers, storm drains, and water lines. Drafting room procedures and methods used in map drawing and in the graphical presentation of steel and concrete structures are covered. Also considered is the computing and drawing of horizontal and vertical curves and the use of cross sections - given field and information design.

Course and Course Content (continued)

Engineering Mathematics II

This is a second course in a two-semester sequence of integrated mathematics covering selected topics in algebra, trigonometry, analytical geometry, and calculus. Use of calculating machines and computers as well as graphs and charts and the running of closures are considered.

Design Drafting II

This course is an extension of Design Drafting I. Topics considered include the following: Profile designs of streets and sewers; design of standards, rules and regulations pertaining to various types of public works activities. Also covered are calculations and quantity take off and estimates.

Advanced Construction Materials and Inspection Techniques

This course presents a review of construction materials and inspection techniques used in all aspects of civil engineering construction. Wood, concrete, and metals are considered. Soil fundamentals, utilities coordination, and site layout are also reviewed.

Surveying Application

This course would be dealing specifically in practical problems which, while practical, are not encountered on usual jobs.

This course would include staking for building layouts, construction staking, slope staking, the use of the staking methods and some introduction into photogrammetry.

General Course Titles and Brief Description of Course Content

Oral and Written Communications

This course would provide an integrated approach to preparing correspondence and reports using simple statistical methods as a tool for meaningful analysis and presentation of data in the written report. Emphasis would be on identifying and analyzing a problem, researching the problem, collection and analysis of data, use of charts, graphs and other illustrations, stating alternatives and making recommendations. Oral communications would be developed through presentation of reports in lecture, conference and group workshop sessions. Robert's Rules of Order would be reviewed in the context of conducting group discussions. Agenda would be prepared for conducting meetings and minutes of discussions prepared.

Human Relations

This course deals with increasing personnel effectiveness in interpersonal relationships and how to work with and understand individuals in work group situations. It employs a leadership workshop including demonstrations, lectures and structured role playing and sensitivity training sessions.

Principles of State and Local Government

This course deals with organizations, operations and politics of state, county, special district and municipal governments. Emphasis is placed on current issues, and the development of public policy and the influences of historical, social, economic, and geographic factors.

Work Experience

This course would introduce the pre-service student to the operations of field, office, and inspection services in a government engineering office and involve him in a variety of simple engineering tasks.

ACCOUNTING

(Government Option)

The field of Accounting continues to be an excellent area of employment at the professional and technical levels in the opinion of the Finance Task Force. The lower subprofessional-clerical positions are remaining somewhat static due to continuing increases in the use of data processing equipment. Of course, this is being offset, in part, by the increasing demand for data processing equipment operators, programmers, and systems analysts.

The contentions of the Task Force are supported by The Occupational Outlook Quarterly, May, 1968 and Spring, 1969; which reports a very favorable outlook for accounting and data processing employment.

Generally speaking, the major employment categories of local government finance are quite similar to comparable positions in private industry. This is particularly true of the data processing skills required in government. There are several distinctions in the accounting field which the local government finance officers feel should be built into any community college curriculum offerings.

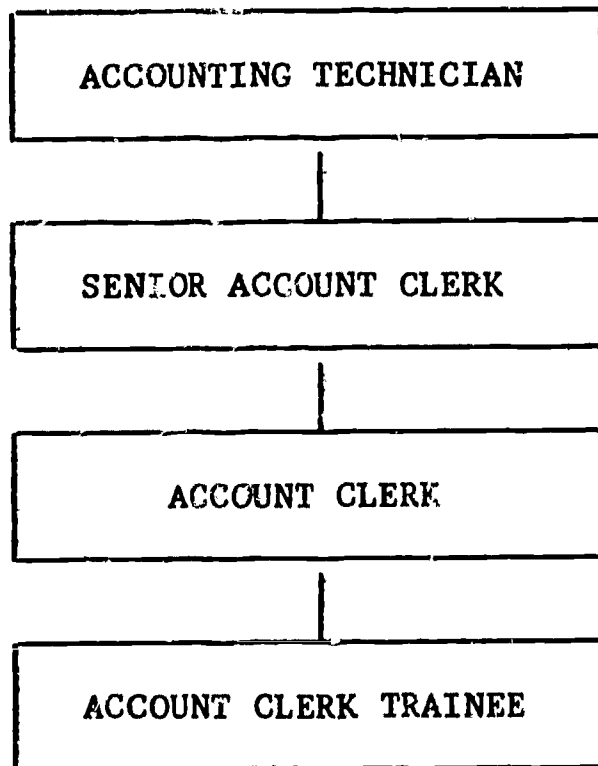
A recent study by the California Community Colleges indicated that high level subprofessional positions which are based on two-year education programs, such as an accountant technician, are rarely found in government agencies. However, surprisingly, the Finance Task Force indicated, after a review of the types of courses generally offered in community colleges, that it would generally only take an additional two courses to develop an excellent certificate or Associate of Arts Degree program in Government

Accounting. These two courses would be an introductory course in (a) Government Accounting and (b) Public Finance. The California Society of the Municipal Finance Officers Association reported that they would support a cooperative effort with the Community Colleges in developing these types of programs because of the pressing need for manpower and the fact that a number of "professional" tasks could be performed by well-trained technicians.^{11/}

The problem, though, as reported by the Community College Survey, is that while the community college may have the resources to do an excellent training job for government agencies, this ability "is not generally recognized by employing agencies."

^{11/}Municipal Finance Officers Association, Municipal Finance Newsletter, Vol. XLIII, Number 23, December 1, 1968.

ACCOUNTING (Government Option)
SUBPROFESSIONAL CAREER LADDER



Note: Other trainee positions which might be established in a large local government finance office could be in purchasing, data processing, budget and research, licensing, utilities accounting and general services (duplicating services, PBX operations, building maintenance). The Account Clerk Trainee position encompasses many of these functions and could lead into careers in those areas.

The Accounting Technician position would be the highest level subprofessional position and would require at least the core accounting courses shown in the curriculum guidelines.

Account Clerk Trainee

This is the entry level position into the government accounting subprofessional career series. This position is designed to open up career opportunities for those people who can not otherwise meet the typical entry level requirements of an Account Clerk position. An Account Clerk Trainee will work under the direct supervision of a Senior Account Clerk in performing simple tasks related to taking inventories of material and supplies, processing mail, reviewing bills and invoices for accuracy, and other minor clerical duties. Incumbents in this position will receive detailed instructions and assignments and their work is reviewed while in progress or upon completion.

Tasks:

Takes physical inventories of materials and supplies and records on proper forms;

Reviews bills and invoices and checks for accuracy of order numbers, unit prices and extensions and receiving slips against bill;

Does simple cost extensions for pricing out labor and material;

Adds expenses, revenues and costs which are set up in columnar form;

Issues dog, bicycle, and other simple permits and licenses and receives cash;

Records statistical data in columnar form from prescribed format;

Files pay cards and earnings records, warrant copies, and cash receipts;

Sorts, dates and distributes mail, and stuffs mailers in utility bills.

Knowledges, Skills, and Abilities:

1. Knowledge of filing systems, and of differences between various financial records and forms
2. Knowledge of basic mathematics
3. Knowledge of physical lay-out of offices and other locations
4. Ability to read and write
5. Ability to learn

Training Guidelines:

1. High school courses; job training
2. High school courses
3. Job training
4. High school courses; self-improvement study

Education and Experience:

Sixth to eleventh grade education may be acceptable provided that remedial education and an appropriate record-keeping course is completed by incumbent.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Record-keeping (at the high school or community college level)
2. Oral and Written Communications
3. Human Relations

Account Clerk

This is the intermediate level position in the government accounting subprofessional career series. Under the general supervision of a Senior Account Clerk, incumbents perform tasks of average difficulty related to the gathering, assembling, summarizing, and posting of fiscal and statistical data. Work generally involves following standardized procedures, but requires judgement and application in the recording of a variety of accounting data. Incumbents in this position receive general instructions and assignments and their work is usually reviewed for accuracy upon completion.

Tasks:

Gathers, assembles, tabulates, checks, extends, balances, summarizes, posts and files fiscal and statistical data;

Types and processes vouchers, invoices, account statements, payrolls, periodic reports, and purchase orders;

Computes and records interest charges, refunds, freight charges, express charges, and rentals;

Maintains simple ledger accounts, and receives money and maintains records of receipts;

Codes data according to prescribed accounting procedures.

Knowledges, Skills, and Abilities:

1. Knowledge of double entry bookkeeping methods
2. Knowledge of business mathematics
3. Knowledge of basic accounting methods and procedures
4. Skill in typing and use of an adding machine
5. Ability to read and classify data by account codes
6. Ability to read and understand a variety of accounting data
7. Ability to work effectively with the public and other employees

Training Guidelines:

1. Community college bookkeeping course
2. Community college business mathematics course
3. Community college course
4. High school typing and business machines course
5. Job training
6. Job training
7. Human relations course; job training; experience

Education and Experience:

High school graduation including some business courses or two years of experience as an Account Clerk Trainee plus completion of a prescribed bookkeeping course.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. High school courses in bookkeeping, typing and business mathematics would suffice.

Senior Account Clerk

This is the senior level position in the government accounting subprofessional career series. Characteristic of this job is the responsibility for accurate performance of moderately complex bookkeeping procedures, and the exercising of limited supervision of Account Clerks, trainees, and part-time staff.

Work is performed under the general supervision of a professional accountant, and may require frequent contact with the general public. A Senior Account Clerk should have a moderate knowledge and understanding of the department and work and operating policies.

Tasks:

Balances accounts, takes trial balances, and reconciles accounts;

Posts and balances ledgers, and prepares payrolls;

Prepares various statistical and financial reports and statements;

Supervises account clerks, account clerk trainees, and part-time staff;

Maintains specific cost accounting system;

Deals with the general public in resolving problems and complaints.

Knowledges, Skills, and Abilities:

1. Basic knowledge of double entry bookkeeping
2. Knowledge of payroll accounting practices and formulas for various withholdings
3. Knowledge of various funds and accounts
4. Knowledge of report writing techniques
5. Knowledge of supervision techniques
6. Basic knowledge of department's policies and procedures
7. Ability to classify data and post to appropriate accounts

Training Guidelines:

1. Community college course in general accounting
2. Community college courses
3. Job training
4. Community college course
5. Community college course in supervision
6. Job training
7. Job training

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| <ul style="list-style-type: none">8. Ability to follow oral and written instructions accurately9. Ability to work effectively with the general public and other employees | <ul style="list-style-type: none">8. Basic course in communications; job training9. Human relations course; job training; experience |
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Education and Experience:

Certificate of completion in a Government Accounting Program; or two years of experience as an Account Clerk plus 6 to 8 units of successfully completed college level accounting courses.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

- 1. Introductory Accounting I
- 2. Introductory Accounting II
- 3. Principles of State and Local Government

Accounting Technician

This is the top level position in the government accounting subprofessional career series. Under the general supervision of a professional accountant, an incumbent in this position performs a combination of moderately complex bookkeeping procedures and simple tasks related to cost accounting and public finance. Responsibilities may include making internal and external audits and the preparation of statistical and budget reports. An Accounting Technician must have a moderate knowledge and understanding of the department's work and operating policies.

Tasks:

Maintains subsidiary ledger and reconciles it to controls;

Makes simple internal and external audits;

Pre-audits invoices and makes necessary investigations before payments;

Prepares routine social security, insurance, statistical and budget reports;

Prepares bank reconciliations, and may prepare adjusting and closing entries;

Gathers information for preparation of annual budget and financial statement;

Helps in preparing or maintaining data processing applications of routine accounting system such as payroll, utility billings, inventories and simple job cost accounting.

Knowledges, Skills, and Abilities:

1. Knowledge of theory and practice of basic accounting fundamentals
2. Basic knowledge of principles and techniques of auditing
3. Basic knowledge of government accounting concepts
4. Knowledge of report writing techniques

Training Guidelines:

1. Community college course in intermediate accounting
2. Community college course
3. Community college course
4. Community college course

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| 5. Basic knowledge of accounting systems and data processing applications | 5. Community college course |
| 6. Knowledge of department's policies and procedures | 6. Job training |
| 7. Knowledge of budgeting concepts and preparation of financial statements | 7. Community college course |
| 8. Ability to follow oral and written instructions accurately | 8. Community college course in communications; job training |
| 9. Ability to work effectively with the public and other employees | 9. Human relations course; job training |

Education and Experience:

An A. A. degree in accounting with courses in government accounting and public finance and a work experience course; or three years of experience as a Senior Account Clerk and a certificate of completion in Government Accounting (20 to 30 units of college level government accounting curriculum).

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Intermediate Accounting
2. Government Accounting
3. Cost Accounting
4. Fundamentals of Public Finance

SUGGESTED
COMMUNITY COLLEGE CURRICULUM GUIDELINES

ACCOUNTING

(Government Option)

Technical Course Title and Brief Description of Course Content

Introductory Accounting I

This is a study of the basic accounting process from business papers through special reversing entries. Among the topics covered are general and special journals and ledgers, accrued and deferred items, notes and interest, bad debts, fixed assets, memorandum records, and the voucher system. The course includes problems and a practice set.

Introductory Accounting II

This is a survey of the principles and practices used in accounting for payrolls, partnerships, corporations, manufacturing costs, departments and branches, and the preparation and interpretation of financial statements. The course includes problems and a practice set.

Intermediate Accounting

This offers a thorough analysis of current problems in accounting including valuation of current and fixed assets, intangible assets, investments, funds, reserves, corrections, analysis of statements, application of funds, and cost accounting.

Government Accounting

A course in fund accounting for governmental units; problems of budgeting, tax levies, appropriations, and accounting for revenues and expenditures; proprietary and capital accounts. The following funds are included: general, special revenue, bond, sinking, working capital, special assessment, trust and agency, and utility; governmental accounting procedures in handling general bonded debt and interest, inter-fund relationships, auditing and financial reporting.

Cost Accounting

This course covers accounting under cost and non-cost systems, types of cost systems, elements of cost; methods of accounting for labor, material, and indirect expenses, and cost accounting practice set.

Fundamentals of Public Finance

This course considers the functions and organization of public finance. Elements included are budget concepts, analysis of the budget process, budget preparation, concepts of taxation, various types of revenue sources, intergovernmental financial relations, debt management, data processing applications, purchasing, special assessments procedures, capital improvement budgeting, etc.

General Course Titles and Brief Description of Course Content

Oral and Written Communications

This course would provide an integrated approach to preparing correspondence and reports using simple statistical methods as a tool for meaningful analysis and presentation of data in the written report. Emphasis would be on identifying and analyzing a problem, researching the problem, collection and analysis of data, use of charts, graphs and other illustrations, stating alternatives and making recommendations. Oral communications would be developed through presentation of reports in lecture, conference and group workshop sessions. Robert's Rules of Order would be reviewed in the context of conducting group discussions. Agenda would be prepared for conducting meetings and minutes of discussions prepared.

Human Relations

This course deals with increasing personnel effectiveness in interpersonal relationships and how to work with and understand individuals in work group situations. It employs a leadership workshop including demonstrations, lectures and structured role playing and sensitivity training sessions.

Principles of State and Local Government

This course deals with organizations, operations and politics of state, county, special district and municipal governments. Emphasis is placed on current issues, and the development of public policy and the influences of historical, social, economic, and geographic factors.

Work Experience

This course would attempt to introduce the pre-service student to the work setting of the finance office. The general purpose would be to acquaint the students with functions of accounting, data processing, purchasing and public finance administration, and related finance operations.

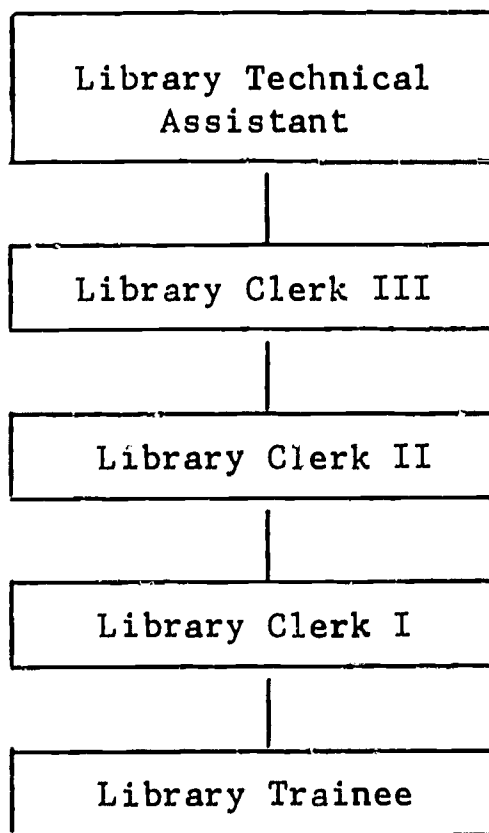
LIBRARY SERVICES

The 1968-1969 edition of Occupational Outlook Handbook indicates that in 1966, about 81,000 people were employed as full time professional librarians, with anticipated shortages to continue. However, as reported in the December, 1968 issue of Occupational Outlook Quarterly, the Library Technician is now performing many of the "librarian's less skilled job functions." Most of these technicians are employed in school and public libraries. The employment outlook is excellent through the 1970's for Library Technicians with about 5,500 technicians needed annually between 1967 and 1975 to "Provide for both growth and the need to replace workers who die, retire, transfer to another occupation, or leave the field for other reasons."

It is clear that there is a distinct place for the community college curriculum in Library Technology not for just subprofessional in-service training but also for direct hiring of new employees from two-year post high school programs. In fact, California now has Library Technical Assistant programs in 33 of the 89 community colleges. Many of these programs offer both the A.A. Degree and a certificate in this major. The Library Task Force reviewed the curriculum guidelines prepared by the California Community College and generally agreed with them. Findings of the Institute's Library Task Force as well as research by the California Community Colleges Office indicates that a "thorough analysis of librarians' tasks has resulted in identifying some tasks and duties that can be performed by persons who have had some specific training and education in library services but not the full education and background required for a bachelor's or master's degree." 12/

12/ Library Technical Assistant Program (Draft) prepared by California Community Colleges, Office of the Chancellor, July, 1969.

LIBRARY SERVICES
SUBPROFESSIONAL CAREER LADDER



Note: This ladder is based upon a large public library system, and, accordingly, the number of positions might be reduced in a smaller organization. This career ladder is predicted on subprofessionals in these positions performing a wide range of duties which would cut across most public library functions.

Library Trainee (Page)

This is the entrance level, trainee position in the Library Technology sub-professional series. Trainees perform simple manual and clerical tasks related to the general function and maintenance of a library. Incumbents receive detailed assignments and instructions, and their work is reviewed while in progress or upon completion. Library Trainees work under the direct supervision of a Library Technical Assistant.

Tasks:

Places books and other material on shelves in proper alphabetical or numerical sequence;

Checks and rearranges shelves or files for alphabetical or numerical sequence;

Performs simple mending of torn book pages, reinforcing of magazine binding, and affixes dust jackets;

Operates photocopy equipment;

May charge out books and materials.

Cuts out and mounts newspapers and other articles, files and displays;

Clears and straightens tables and shelves, and places periodicals in bookbinders;

Wraps and unwraps packages containing books, periodicals and other library materials;

Lifts and carries books, runs errands, and distributes material;

Knowledges, Skills, and abilities:

1. Knowledge of numbers and alphabet
2. Knowledge of basic library index and filing
3. Skill in manual dexterity
4. Ability to follow oral and written instructions
5. Physical ability to perform manual tasks
6. Ability to learn

Training Guidelines:

1. Elementary school math and grammar courses
2. Job training
3. Performance evaluation
4. Basic reading and writing, job training
5. Performance evaluation
6. Aptitude for clerical work

7. Ability to establish sound working and public relations

7. Human relations instruction; job training

Education and Experience:

This position may require ability to read simple material at 8th grade level and a willingness to learn the job and prepare for eventual promotion through enrollment in an educational program. In addition, it is required to have the physical strength necessary to perform arduous manual tasks.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Introduction to Library Services
2. Oral and Written Communications
3. Human Relations

Library Clerk I

This is a junior level position in the Library Technology subprofessional series. Incumbents in this position perform simple, well-defined manual and clerical tasks related to the general function and maintenance of a Library. A Library Clerk I works under the direct supervision of a Library Technical Assistant.

Tasks:

- Types information on book cards and notices of overdue books;
- Sorts and assembles books and other materials for distribution;
- Reserves books and checks out books and materials;
- Issues library cards and gives directions to locations in library;
- Determines amount of fines from chart and receives fines;
- Files catalog cards on the rod, and maintains check list of serials;
- Performs duties at the lower level.

Knowledges, Skills, and Abilities:

1. Knowledge of procedure on how to sort library materials
2. Knowledge of basic library index and filing
3. Knowledge of check out and book reservation procedure
4. Knowledge of simple arithmetic and grammar
5. Knowledge of procedures and policies for issuance of cards
6. Ability to accurately type at an acceptable speed
7. Ability to follow oral and written instructions
8. Ability to establish sound working and public relations

Training Guidelines:

1. Job training
2. Job training
3. Job training
4. Elementary school courses
5. Job training
6. High school courses; self-study
7. Basic reading and writing; job training
8. Human relations course; job training.

- 9. Ability to learn

Education and Experience:

High school graduation or GED equivalent and six months of work experience in a library as a Library Trainee. This position may require some ability to type.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Support Operations for Library Technical Processes
2. Principles of State and Local Government

Library Clerk II

This is an intermediate level position in the Library Technology sub-professional series. A Library Clerk II performs moderately complex and detailed clerical work related to the general function and maintenance of a Library. Incumbents in this position receive a limited amount of direct supervision, and are expected to have basic knowledge and understanding of the department's work.

Tasks:

Types book orders and other materials after assembling information;

Checks book invoices against books received;

Accepts requests for book reservations;

Issues library cards;

Prepares lists for book meetings;

Prepares lists for book exchange and record exchange between libraries;

Follows up outstanding orders.

Knowledges, Skills, and Abilities:

1. Knowledge of book receiving and ordering procedures
2. Knowledge of procedures and policies for issuance of cards
3. Knowledge of book reservations and book and record exchange procedures and policies
4. Knowledge of book information assembling format
5. Basic knowledge of clerical office practices and procedures
6. Ability to accurately type at an acceptable speed
7. Ability to follow oral and written instructions

Training Guidelines:

1. Job training
2. Job training
3. Job training; community college courses
4. Job training
5. High school courses; self-study, job training
6. High school courses; self-study
7. Basic reading and writing; job training

8. Ability to establish sound working and public relations

8. Human relations courses; job training

Education and Experience:

High school graduation or GED equivalent, plus completion of at least three semester units in library training beyond high school level, and one year of experience in subprofessional library work as a Library Clerk I.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Support Operations for Library Public Services

Library Clerk III

This is the senior clerk position in the Library Technology subprofessional series. A Library Clerk III performs moderately complex and detailed clerical work related to the general function and maintenance of a library, and, in addition, supervises and trains a small staff of clerical assistants. An incumbent in this position works under general supervision, and is expected to have a moderate knowledge and understanding of the department's work.

Tasks:

Supervises and trains clerical assistants;

Processes inter-library loans and operates small book outlet station;

Catalogs fiction books and locates simple bibliographic information;

Checks order cards with holdings and outstanding orders;

Keeps book budget records;

Orders Library of Congress cards.

Knowledges, Skills, and Abilities:

1. Basic knowledge of supervision and training techniques
2. Knowledge of policy and procedures for making inter-library loans
3. Knowledge of library policy and procedures related to the operation of book outlets
4. Knowledge of available material and how to obtain it
5. Basic knowledge of cataloging techniques
6. Knowledge of order procedures and policies related to control and follow-up.
7. Basic knowledge of record keeping system

Training Guidelines:

1. Community college courses in supervision and training
2. Job training
3. Job training
4. Job training
5. Community college courses in library cataloging
6. Job training
7. Community college courses in bookkeeping

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| 8. Knowledge of basic library bibliography sources | 8. Job training |
| 9. Ability to establish sound working and public relations | 9. Human relations courses; job training |

Education and Experience:

High School graduation or GED equivalent, and completion of at least six units in a Library Technician program and two years of experience in subprofessional library work as a Library Clerk I and/or II.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Audio Visual Processes

Library Technical Assistant

This is the top level position in the Library Technology subprofessional series. Under the general supervision of a professional librarian, incumbents in this position will perform moderately complex work related to the more basic functions of a library. A Library Technical Assistant may assume responsibility for the operation of a bookmobile or a small branch library, and will exercise limited supervision over a small staff of clerical assistants. In addition, he is expected to have extensive knowledge of the department's work and a comprehensive understanding of the most basic policies and procedures governing a library.

Tasks:

Answers elementary reference questions from standard information sources;

Supervises and trains clerical staff;

Operates special section of the library; i. e., audio-visual section, information desk service, book mending;

Maintains circulation of reserve collection;

Catalogues children's and fiction material, and locates simple bibliographical information;

Operates bookmobile or small branch library;

Determines if damaged books should be repaired or discarded;

Interprets library rules regarding dues, damaged books, and eligibility for cards;

Assigns book numbers within an established system;

Orders, receives, and enters serials.

Knowledges, Skills, and Abilities:

1. Knowledge of library reference system and procedures for obtaining reference information

Training Guidelines:

1. Community college courses in cataloguing and classification; job training

- | | |
|--|--|
| 2. Basic knowledge of supervision and training techniques | 2. Community college courses in supervision and training |
| 3. Elementary knowledge of library research methods and procedures and basic bibliographic sources | 3. Community college courses in library research methods; job training |
| 4. Knowledge of policy, procedures, technical information, and technical processes pertaining to a special section of a library | 4. Job training |
| 5. Knowledge of policy and procedures of reserve collection | 5. Job training |
| 6. Knowledge of descriptive cataloguing | 6. Community college course in library cataloguing |
| 7. Knowledge of standards required to make a decision related to intrinsic value of books | 7. Job training |
| 8. Good knowledge of library services, procedures and policies in order to assume responsibility for the operation of an assigned library function | 8. Community college courses in library science; job training |
| 9. Knowledge of library index system | 9. Job training |
| 10. Ability to establish sound working and public relations | 10. Human relations courses; job training |

Education and Experience:

Associate of Arts (A. A.) degree in a Library Technician Program; or an equivalent combination of education and experience. Such experience may be the combined experience gained through employment as Library Trainee, Library Clerk I, II and III.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Introduction to cataloguing and classification
2. Special libraries

SUGGESTED

COMMUNITY COLLEGE CURRICULUM GUIDELINES

LIBRARIESTechnical Course Title and Brief Description of Course Content

Introduction to Library Service

This course is an introduction to libraries and their organization. It is designed for students interested in employment in a special school, or public library. Basic philosophy, procedures, tools and techniques for library routines are emphasized.

Support Operations for Library Technical Processes

This course introduces the student to library practices connected with the ordering, receipt, preparation, organization and care of library materials. Also introduced are the fundamentals, procedures, and techniques of simple cataloging and classification with practical experience in the application of skills learned.

Support Operations for Library Public Services

This course deals with public relations and with circulation control systems including shelving and filing. Also covered is the location of information through catalogues, indexes and basic reference books.

Audio-Visual Processes

This is a survey course stressing correct use and care of current audio-visual equipment and materials. Also considered are the office procedures and forms for purchase, rental, scheduling, circulating and storage of audio-visual items.

Additional Courses to Enhance the Curriculum

Introduction to Cataloging and Classification

This course is an introduction to the fundamentals of cataloging and classification. The principles and routines learned are those that will apply particularly well to the smaller library.

Special Libraries

This is an information course designed to develop an appreciation of the importance of organizing and storing information in a manner to promote efficient retrieval. This would involve any handling of special materials and provision of special library services.

General Course Title and Brief Description of Course Content

Oral and Written Communications

This course would provide an integrated approach to preparing correspondence and reports using simple statistical methods as a tool for meaningful analysis and presentation of data in the written report.

Course and Course Content (continued)

Oral and Written Communications (continued)

Emphasis would be on identifying and analyzing a problem, researching the problem, collection and analysis of data, use of charts, graphs and other illustrations, stating alternatives and making recommendations. Oral communications would be developed through presentation of reports in lecture, conference and group workshop sessions. Robert's Rules of Order would be reviewed in the context of conducting group discussions. Agendas would be prepared for conducting meetings and minutes of discussions prepared.

Human Relations

This course deals with increasing personal effectiveness in interpersonal relationships and how to work with and understand individuals in work group situations. It employs a leadership workshop including demonstrations, lectures and structured role playing and sensitivity training sessions.

Principles of State and Local Government

This course deals with organizations, operations, and politics of state, county, special district and municipal governments. Emphasis is placed on current issues, the development of public policy and the influences of historical, social, economic, and geographic factors.

Work Experience

A structured on-the-job training program under the supervision of a professional librarian is a basic part of the Library Technician core program. The student works for 8-15 hours per week. In an 18 week semester, he is involved in procedures at three different types of libraries; the special, school and public library. In addition, he attends a related theory class on campus for one hour per week. This is a definite part of every core program.

RECREATION

Employment projections indicate that there is a current shortage and that there are "excellent job chances for well-qualified workers particularly in local governments, hospitals, and youth serving organizations for people trained in recreation leadership." Based on projections by the National Recreation and Park Association, the personnel supply and demand forecast for park and recreation people is as follows:

	1967 (Base year)	1970	1975	1980
Personnel Supply		197,000	191,000	241,500
Personnel Demand		270,000	390,000	560,000
Deficit		58,000	199,000	318,500

Source: Recreation and Park Manpower Needs, National Park and Recreation Association, Washington, 1968.

Based on even the most conservative of manpower projections, there will be 25,000 to 50,000 vacancies a year for the next 10 years in Park and Recreation occupations. The report by the National Park and Recreation Association also provides pertinent recommendations concerning the upgrading of training and education for recreation personnel and the greater use of subprofessionals.

Recommendation:

There is a need to meet quantitative manpower needs.

Implementation:

Alter existing job descriptions; utilize existing manpower surpluses from related fields; reduce the number of part-time jobs with full-time positions whenever feasible; increase the productivity of the working force and expand the utilization of volunteers.

Recommendations and Implementation (continued)

Recommendation:

Upgrade the quality of existing personnel providing recreation services.

Implementation:

Develop more in-service programs for existing staff at all levels; develop short-term training programs for service level workers and develop regional conferences for recreation practitioners and educators.

Recommendation:

There is a need to expand and strengthen existing educational resources.

Implementation:

There is a need to train the trainers; establish a research center on leisure and recreation; strengthen existing field experience; strengthen internship and work/study programs; concentrate more attention on contemporary social issues and more attention should be given to a recreation or park minor.

Recommendation:

There is a need to concentrate more effort in the area of career development.

Implementation:

An intensive recruitment campaign should be undertaken to attract high school and beginning college students and provide students with more information on ways of obtaining financial assistance to pursue further education.

The Institute's Recreation Task Force indicated that there is a specific manpower need for recruiting minority people (particularly males) into the recreation occupation. They consider the Oakland, California New Careers Model to be a useful career pattern for inducing more minority people into this field. The job descriptions contained in this section are patterned after the Oakland Model. The Task Force reviewed National Park and Recreation Association curriculum guidelines from the

standpoint of adaptation to this model, and these guidelines incorporating the Task Force suggestions are included.

The case for considering new approaches to the training and education of recreators was cogently stated in a recent forum convened by the National Recreation and Park Association entitled Parks and Recreation in the Urban Crises:

"The recreation, park and conservation fields must define 'professional' in terms of performance and work experience, rather than in self-serving, arbitrarily established levels of education. Jobs in all phases of park management, conservation and recreation services should be analyzed to enable functional redefinition of various kinds and levels of employment, and to suggest realistic combinations of education, work experience, and in-service training for each.Articulate definitions must be established for such terms as 'nonprofessional,' 'paraprofessional,' 'associate professional,' and other ambiguous and decisive groupings, and civil service commissions must restructure their current requirement systems and recognize the value of volunteer experience." 13/

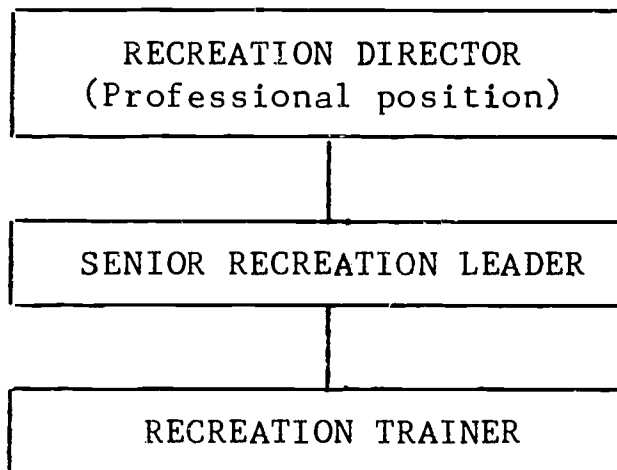
In a recent publication by the Office of Education, a distinct role differentiation is made between the leader role and "consultant" and "administrator" roles... "both in the level of responsibility and in educational requirement ...The role of the leader requires only minimal administrative and supervisory responsibilities and involves more of the planning, organizing, and conducting of various recreation activities in a number of program areas. This face-to-face leadership role has been recognized as one for which associate professionals with two years of formal education in a post-secondary institution can perform." 14/ These conclusions were further substantiated by the Institute's Recreation Task Force findings and underscored at the Institute's July, 1969, two day Recreation Workshop in Monterey, California.

13/ National Recreation and Park Association, Parks and Recreation in the Urban Crises, Proceedings from a Forum held on March 19-21, 1969, Washington, D. C., p. 36.

14/ Report of Health, Education and Welfare, Office of Education, Recreation Program Leadership - A Suggested Two-year Post High School Curriculum, 1968, p. 6-7.

RECREATION

SUBPROFESSIONAL CAREER LADDER



Note: The trainee position could lead to jobs in playground supervision, crafts, art and sports instruction as well as outreach recreation functions. These outreach functions could involve youth work, services to the elderly, home instructions in a wide range of leisure activities, etc.

Recreation Trainee and Senior Recreation Leader could be full-time positions, as well as part-time positions, to open up more employment opportunities for the disadvantaged.

Recreation Trainee

This is the entry level position in the Recreation subprofessional career series. This position is designed to open up career opportunities in the Recreation field for those people who can not otherwise meet the typical entry level requirements for a Senior Recreation Leader position. Work is performed on a full time basis under the direct supervision of a Senior Recreation Leader or a Recreation Director. Duties vary from simple to moderately complex in nature, and are assigned to a Recreation Trainee in direct relation to his academic and on-the-job training progress.

Tasks:

Aids music, craft and dance specialists in directing specialized activities;

Instructs and participates in mass game activities;

Informally contacts individuals and groups in promoting participation in recreation programs;

Inventories and issues recreational supplies and equipment;

Answers telephone and provides information regarding recreation program;

Prepares verbal and written reports regarding damaged or lost equipment;

Reports accidents and injuries to immediate supervisor;

Examines equipment for safe operation;

Acts as scorekeeper or timekeeper, referee or umpire in various games and sports;

Posts schedules and information releases to bulletin boards;

Keeps order on playground or recreation center;

Administers first aid;

Sets up, takes down chairs, tables, game equipment, in accordance with specified schedule;

Makes signs and posters;

Maintains clean and orderly locker facilities in swimming pool;

Picks up, sweeps, cleans as required by circumstances; and

Opens and closes facilities.

Knowledges, Skills and Abilities:

1. Knowledge of games and sports
2. Knowledge of techniques of first aid
3. Knowledge of recreation equipment and materials
4. Basic knowledge of recreation programs
5. Basic knowledge of rules and regulations governing a recreation facility
6. Basic knowledge of safe equipment operation
7. Elementary knowledge of arts and crafts
8. Ability to follow oral and written instructions
9. Ability to work effectively with the general public and other employees
10. Ability to learn

Training Guidelines:

1. Community college course; job training, self-study
2. Job training
3. Community college course; job training
4. Community college course; job training
5. Community college course; job training, self-study
6. Job training
7. Community college course; job training, self-study
8. Performance Evaluation
9. Community college course in Human Relations, plus Remedial courses, if necessary.
10. Performance Evaluation

Education and Experience:

For entrance:

A combination of 6th to 12th grade education and any paid or volunteer experience in the recreation field within the last 10 years.

For advancement:

Remedial education courses, if necessary, plus completion of the core courses in a community college recreation program leading towards obtaining a Certificate in Recreation or an A. A. degree in Recreation.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Introduction to Community Recreation
2. General Sports and Recreation
3. Group Leadership
4. Oral and Written Communications
5. Human Relations

Senior Recreation Leader

This is the top level position in the Recreation subprofessional career series. Work is performed under the direct supervision of a professional worker, and is for the purpose of developing an employee into a qualified Recreation Director. Employees must be able to work with people of all age groups and cultural backgrounds, in order to provide leisure-time activities of a self-enhancing nature. Incumbents in this position are expected to have a basic knowledge of the department's work. A Senior Recreation Leader may direct and supervise part-time and volunteer staff.

Tasks:

Organizes specific events for sports, contests, games, and other recreational activities and establishes schedules;

Organizes and advises clubs and other neighborhood groups;

Requisitions needed supplies and equipment;

Prepares activity reports for superiors and recommends changes in programs;

Inspects playgrounds, facilities, and equipment and recommends replacement or repair;

Assesses programs and activities as to their acceptability and progress and interprets trends and attitudes to superiors;

Evaluates performance of subordinates and assists in their training and development;

Prepares required reports, records, and publicity material;

Teaches rules, regulations and methods of participation in games and other sports activities;

Directs competitive and non-competitive games and contests;

Participates, when needed, in games and contests;

Collects fees and maintains records of payment;

Conforms to "use" schedule and lists any changes as directed;

Maintains daily attendance and activity records of participants;

Supervises Tiny Tots program and other children's activities; and

Encourages individuals and groups to participate in recreational activities.

Knowledges, Skills, and Abilities:

1. Basic knowledge of principles and methods of recreation
2. Knowledge of recreation equipment and materials
3. Knowledge of the rules of competitive and non-competitive games and contests
4. Basic knowledge of teaching methods as they apply to recreational work
5. Basic knowledge of principles and techniques of supervision
6. Basic knowledge of performance evaluation, training, and employee development.
7. Basic knowledge of established inventory method and procedure for establishing re-order point
8. Ability to follow and give oral and written instructions
9. Ability to establish and maintain effective working relations with other employees and the general public

Training Guidelines:

1. Community college course; job training
2. Community college course; job training
3. Community college course; job training
4. Community college course; job training
5. Community college course; job training
6. Community college course
7. Job training
8. Job training
9. Community college course; job training

Education and Experience:

For Entrance:

A.A. degree in Recreation; or certificate in recreation plus 1 to 2 years of experience as a Recreation Trainee; or an equivalent combination of education and experience.

For Advancement:

Two years of experience as a Senior Recreation Leader plus completion of five to six courses in Recreation taken after becoming a Senior Recreation Leader.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Program Leadership Techniques and Services
2. Social Recreation
3. Leisure in Contemporary Society
4. Recreation and the Performing Arts
5. Principles of State and Local Government

Recreation Director

This is beginning level professional work in the planning, coordination, and supervision of recreation activities and programs. This work requires the application of specialized skill and training in working with people of all ages and social groups in meeting their recreational needs. While instructions and guidance are received from a district supervisor, an employee in this class develops and expands programs to meet specific local needs. Work is supervised through field visits, individual and group conferences, and review of reports. A Recreation Director may supervise other Recreation Directors and full-time subprofessional employees, part-time personnel, volunteers and students engaged in field work.

Tasks:

Plans, organizes, and directs a wide variety of activities at a recreation center, playground, play field, gymnasium, or other public recreation facility;

Assesses, in conjunction with staff and patrons, individual programs and their progress, and interprets trends and attitudes to superiors;

Supervises the maintenance of buildings, grounds, and equipment, and schedules the use of facilities;

Works with individuals and community groups on matters of civic and recreational interest, helping them to attain desired and desirable results and advises them on recreational problems;

Instructs and supervises other Recreation Directors, and subprofessional personnel in the proper performance of assigned duties;

Attends staff conferences and professional meetings, prepares necessary reports, records, and publicity materials; and

Assumes responsibility for the safety and health of patrons.

Knowledges, Skills, and Abilities:

1. Knowledge of the principles and methods of recreation
2. Knowledge of planning and organizing individual or group recreational activities

Training Guidelines:

1. College course
2. College course

- | | |
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| 3. Knowledge of techniques and equipment used in a variety of recreation activities | 3. College course; job training |
| 4. Knowledge of the rules of competitive games | 4. College course; job training |
| 5. Knowledge of teaching methods as they apply to recreational work | 5. College course; job training |
| 6. Knowledge of first aid methods and safety presentations | 6. Job training |
| 7. Knowledge of principles and techniques of supervision | 7. College course |
| 8. Ability to interpret program methods and objectives in written and oral form | 8. College course |
| 9. Ability to establish and maintain effective working relations with other employees and the general public | 9. College course; job training |

Education and Experience:

Graduation from an accredited college with a major in recreation; or graduation from college with a major in physical education, sociology, education, or other appropriate field, supplemented by either (a) three or more college courses in recreation, or (b) the equivalent of one year of full time professional experience in recreation work; or two years of experience as a subprofessional Senior Recreation Leader and five to six courses in recreation, taken after becoming a Senior Recreation Leader.

SUGGESTED

COMMUNITY COLLEGE CURRICULUM GUIDELINES

RECREATIONTechnical Course Titles and Brief Description of Course Content

Introduction to Community Recreation

Nature, scope and significance of organized recreation and park services in a community setting. Study of the factors involved in the operation of basic recreation units, major program areas, organizational patterns, and inter-relatedness of special agencies and institutions which serve the recreation needs of the community.

Course Outline:

1. The importance of Recreation to the community
2. The economic significance of Recreation
3. Recreation, a local government responsibility
4. Areas and facilities for parks and recreation
5. Community recreation services and aids from states
6. Community recreation services and aids from federal government
7. Types of community agencies providing recreation and leisure time services
8. Special groups served through community recreation services
9. Cooperation at the local level

Group Leadership

Theory, principles, and practice in planning, organizing and conducting effective leadership techniques for large and small groups such as clubs and committees. Emphasis is on the group process.

Course Outline:

1. The meaning of leadership
2. Recreation and the leadership function
3. The leadership process
4. Principles of effective leadership
5. Leadership personnel

Program Leadership Techniques and Services

A study of essential elements and basic principles involved in the organization, supervision, promotion, and evaluation of various types of recreation programs with emphasis on practical program services.

Course Outline:

1. Program planning principles and methods
2. Recreation needs and interests of groups
3. Recreation program areas
4. The operation of playgrounds
5. Operation of recreation building and indoor centers
6. The operation of recreation facilities

Technical Course Titles and Course Content (continued)

Program Leadership Techniques and Services (continued)

7. Organization skills for special events
8. Evaluation techniques

Social Recreation

Methods and materials for the planning, organizing and conducting of social activities for groups of varying sizes and ages in a variety of social situations. Emphasis on the mechanics of planning techniques of presentation and a repertoire of activities for presenting social recreation events. Major activities will be discussed, played and/or demonstrated.

Course Outline:

1. The nature of social recreation
2. Use of social recreation in various settings
3. Planning in social recreation
4. Organization for social recreation
5. Techniques for social activities
6. Parties, picnics and banquets
7. Social games for recreation
8. Evaluation of social events

Leisure in Contemporary Society

Basic historical and philosophical foundations of recreation and leisure. An analysis of those factors which influence leisure patterns. The relationship of recreation to other social institutions in light of present individual and social needs.

Course Outline:

1. Leisure, recreation and work
2. Historical overview of recreation and leisure
3. The park and recreation movement past and present
4. Theories of play
5. Analysis and interpretation of leisure in contemporary society
6. Relationship of recreation and leisure to other social institutions.
7. Effects of recreation and leisure on the individual
8. Effects of recreation and leisure on society
9. Issues in parks and recreation

Recreation and the Performing Arts

Methods and materials in arts and crafts projects for a variety of recreation settings; school, camp, playground, recreation center and club. Emphasis on constructing craft projects and techniques of teaching crafts. Also includes music, dance (folk and modern) drama, rhythmic, puppetry, pageantry, special events, and the role of the specialist in each field.

Course Outline:

1. The scope of arts and crafts in recreation, general consideration

Technical Course Titles and Course Content (continued)

Recreation and the Performing Arts (continued)

in crafts, design and applied art, ceramics; metalwork; woodwork; weaving; minor crafts and organization of arts and crafts program.

2. Recreation and music; singing in recreation; recreation through playing; recreation through listening; leadership in listening and community recreation services.
3. Origin and development of dance; folk and square dance and social dance.
4. Drama in recreation; planning the program; fundamental skills of informal dramatic activities; the play; facilities and paraphernalia.

General Sports and Recreation

A survey of the basic terminology, skills, rules and lead-up activities of individual life-time sports, and their use in recreation. Emphasis is upon knowledge and understanding of sports which have carry-over value rather than mastery of performance skill.

Course Outline:

1. Development of tournament sports, league rules and regulations
2. Organization of industrial leagues - obtaining sponsors
3. Principles of officiating
4. Philosophy and principles of national and state programs
5. Maintenance of equipment (emphasis in course should be upon physiological aspects of sports for young people and sports which are practical for leisure time use over a lifetime).

RECREATION ELECTIVES

Administrative Techniques and Services

Designed to acquaint the student with internal organization and administrative policies and practices used in municipal government and departmental business procedures - organization, fiscal planning, personnel policies, records and reports, publicity and public relations, legal liability.

Course Outline:

1. Municipal organization for parks and recreation
2. Organization of park and recreation departments
3. Personnel practices and policies
4. The park and recreation staff
5. Recreation finance
6. Budget administration
7. Records, reports and research

Recreation Electives (continued)

Administrative Techniques and Services (continued)

8. Publicity and Public Relations
9. Office Management

Outdoor Recreation

History, development and trends of outdoor recreation, nature and conservation, and organized camping. Laboratory and field trips including camping and hiking activities; emphasis on appreciation of natural resources. Leadership training in outdoor education with special emphasis on school camping.

Major Divisions:

1. Outdoor recreation in American life
2. Backgrounds of outdoor recreation in the United States
3. Organized camping
4. Camp craft education
5. Nature education
6. Conservation and outdoor recreation
7. School camping and outdoor education

Recreation in the Core-City

A review of the innovations and trends in recreation in the core-city environment. An analysis of effective ways of obtaining community participation in the development of core-city recreation programs.

Major Divisions:

1. Analysis of the political, social and economic structure of the core-city environment.
2. Analysis of the role of recreation in dealing with the various problems of the core-city.
3. Survey of new and emerging recreation programs geared to the core-city resident.
4. Survey of methods for effectively using the core-city resident in the planning and implementation of recreation programs.

General Course Titles and Brief Description of Course Content

Oral and Written Communications

This course would provide an integrated approach to preparing correspondence and reports using simple statistical methods as a tool for meaningful analysis and presentation of data in the written report. Emphasis would be on identifying and analyzing a problem, researching the problem, collection and analysis of data, use of charts, graphs and other illustrations, stating alternatives and making recommendations. Oral communications would be developed through presentation of reports, in lecture, conference and group workshop sessions. Robert's Rules of Order would be reviewed in the context of conducting group discussions. Agenda would be prepared for conducting meetings and minutes of discussions prepared.

Human Relations

This course deals with increasing personal, effectiveness in interpersonal relationships and how to work with and understand individuals in work group situations. It employs a leadership workshop including demonstrations, lectures and structured role playing and sensitivity training sessions.

Principles of State and Local Government

This course deals with organizations, operations and politics of state, county, special district and municipal governments. Emphasis is placed on current issues, the development of public policy and the influences of historical, social, economic and geographic factors.

Work Experience

A structured on-the-job training program under the supervisions of a professional recreation director is a basic part of the Recreation Program. The student works for 8-15 hours per week in a recreation face-to-face leadership position in a summer recreation or camp program, a children's hospital, geriatric home, etc. In addition, he attends a one hour seminar each week.

PLANNING

The Occupational Outlook Handbook indicates that there are "very good employment prospects" in the Planning profession because of a "shortage of qualified planners in this relatively small, but rapidly growing field." In support of this contention, the American Society of Planning Officials project a 129 percent increase in Planning positions by 1975 and a vacancy rate of 1 in 3.

AIP (American Institute of Planners) indicates that Planning will continue to be a shortage profession because:

"There has been a steady increase in the number of cities that have official planning agencies, the size of their staffs and their expenditures for planning. Also, there are federal programs of financial aid for slum clearance, redevelopment, and renewal of blighted areas; ... increased open space and transportation planning all within a comprehensive local and regional planning framework.... These federal stimulants to planning activities are increasing and are enlarging even more the demand for planners."

Thus while Planning suffers from a continuing gap between the supply of planners and the demand for planners, little has been done to open up the subprofessional strata of this occupational field. There is vast potential for the use of subprofessional technicians and aides in Planning.

The California Chapter of AIP, in a background paper defined the potential role of the Community College in helping to meet manpower needs in the Planning field:

"There is an emerging need to expose young citizens to the kinds of problems existing in our complex urban environment, and for technicians to support and supplement the short supply of planning personnel and other urban development specialists. Planners have yet to be exposed to the potential that is inherent in a two-year junior college curriculum to train planning assistants for employment in the community.

It is timely and necessary, therefore, that junior college districts throughout the state respond to the need by establishing programs to educate and train technical, pre-professional assistants. Qualified professional planners should participate in the teaching programs and in setting up curricula.

Where such programs are established, close rapport should be established at the working level between the junior college, public agencies and other interested groups in the community, and courses should be designed to meet local community needs. One way to do this, following the example of Merritt College in Oakland, is through the creation of an advisory committee to the junior college, which could be composed of planning and urban renewal directors, civil service officials, and representatives of AIP. The purpose of this close working relationship would be to define the specific pre-professional or sub-professional manpower needs of the community so that the college can respond accordingly with appropriately trained graduates."

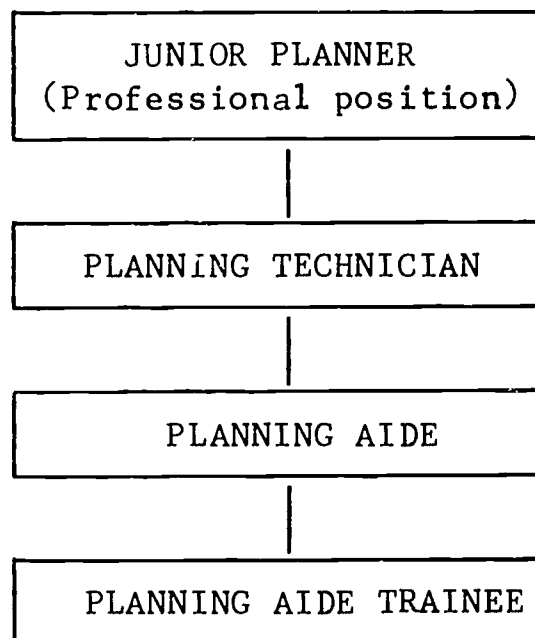
The American Society of Planning Officials (ASPO) adopted a policy statement in April, 1967 entitled "Junior and Community College Curricula in Community Services and Public Affairs" which had as its twin goals the training of technicians for work in Planning and related fields and the education of students to better understand citizenship and its relationship to community and nation.

This policy statement indicated that people with two-year training as technicians could find rewarding occupations in "zoning inspection and aspects of zoning administration; field survey; drafting illustration and graphic or model display; ...report preparation and other important assignments." Finally, ASPO sees "Junior and Community Colleges as the means by which the many young men and women now barred from Planning and related fields because of the time and cost of obtaining professional education, can be given opportunities for rewarding careers in public service with the satisfaction of contributing to the improvement of the urban environment."

The curriculum guidelines of the Merritt Community College program were reviewed by the Planning Task Force in conjunction with the job descriptions they developed.

PLANNING

SUBPROFESSIONAL CAREER LADDER



Note: The Planning Aide Trainee position, in a large organization, could provide access to careers in the following diverse planning functions: zoning, drafting and graphics, research, conservation, rehabilitation and urban renewal activities and social planning. Many of these functions are integrated in the career ladder shown above and in the job descriptions shown on the following pages.

Planning Aide Trainee

This is a trainee position in subprofessional city planning. The trainee performs simple routine clerical and field work under the direct supervision of a planner or technician. Some manipulative skill is required. Emphasis is on the ability to learn rapidly, and to be receptive to constructive criticism.

Tasks:

Takes measurement of specifically defined objects and locations;

Takes photos of predetermined subjects; posts legal notices;

Operates printing and reproduction equipment;

Conducts physical counts of cars, houses, businesses, etc., by type of other predetermined criteria;

Colors and zip-a-tones maps and charts, prepares signs, sets up and operates projectors; sets up exhibits and displays;

Traces maps; files maps; collates and files bid reports;

Conducts interviews such as information gathering interviews in various kinds of neighborhoods;

Inspects specified physical conditions in field surveys such as simple zoning and land use standards.

Knowledges, Skills, and Abilities:

1. Ability to learn a number of manipulative tasks.
2. Ability to follow specific directions
3. Ability to work with mathematics in computing units of measure
4. Ability to establish rapport with citizens and do structured interviews
5. Ability to do simple clerical work

Training Guidelines:

1. Aptitude
2. Self training; experience
3. Basic mathematics course
4. Human relations course; experience
5. Basic clerical course; experience

Education and Experience:

Applicants must be able to read and write at eighth grade level.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Introduction to cities and to Community Planning
2. Oral and written Communications
3. Human Relations

Planning Aide

This is subprofessional work in city planning performing a wide variety of clerical and field tasks. The work is under the direct supervision of professional planners. Some public contact is required in receiving routine complaints. Limited knowledge of the departments work and limited creativeness is required in solving many minor problems.

Tasks:

Collects, codes, and summarizes specified data from records such as census and assessor's books;

Updates maps, charts, and visual aids; draws maps, charts and visual aids; computes measurements of areas;

Obtains names and prepares lists for notices of hearings;

Receives routine complaints and does some research work in resolving complaints;

Prepares reports and correspondence on simple planning matters;

Surveys and investigates planning problems which may result in objective findings, such as a survey of setback requirements;

Prepares color separation on flip chart overlays; prepares charts, models, and similar visual aids.

Knowledges, Skills and Abilities:

1. Knowledge of fundamentals of drafting and graphics
2. Knowledge regarding planning hearing proceedings and legal requirements for obtaining and compiling lists of names and addresses
3. Knowledge of basic planning and zoning concepts and regulations
4. Knowledge of good communication skills and public relations
5. Knowledge of planning graphics and drafting techniques and equipment

Training Guidelines:

1. Community college courses
2. Community college courses; job training
3. Community college courses; job training
4. Community college courses
5. Community college courses; job training

- | | |
|---|--|
| <ol style="list-style-type: none"> 6. Knowledge of three dimensional model construction and planning graphics techniques 7. Ability to learn sources of planning data and how to summarize data in a prescribed format 8. Ability to learn to code, summarize and compare data 9. Ability to write clean and concise reports 10. Ability to learn various planning and zoning concepts | <ol style="list-style-type: none"> 6. Community college courses; Job training |
|---|--|

Education and Experience :

Applicants should have a certificate in Community Planning and one year experience in city planning or an equivalent combination of education and experience; or 2 years of experience as a Planning Aide Trainee supplemented by the required training courses.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. The Role of Planning in Government
2. Current Problems in Urban Communities
3. Planning Graphics
4. Selected Topics in Community Planning
5. Urban Renewal

Planning Technician

This is sub-professional work in city planning, performing a wide variety of field and office tasks requiring a basic knowledge of urban planning. Tasks may be technical in nature but seldom require interpretation at a "professional" level. Although work is under general supervision, professional guidance and direction is always available. Public contacts require clear, concise communication giving information. Moderate knowledge of the department's work is necessary, with the ability to quickly resolve many minor problems.

Tasks:

Designs and lays out charts, maps and visual aids;

Checks routine building plans and business licenses for compliance to zoning and related codes;

Conducts field surveys and investigations along pre-determined guide-lines and prepares recommendations for such matters as land uses, vacancy rates, quality of developments and subdivision improvements;

Updates questionnaires for re-use; maintains filing system for maps and records;

Answers questions and assists the public in planning and zoning matters by phone, in person and by correspondence;

Meets with community groups and explains specific planning programs.

Knowledges, Skills and Abilities:

1. Knowledge in depth of planning graphics, tools and equipment
2. Knowledge of code requirements and relationships to zoning and related planning codes
3. Knowledge of various elements of the general plan and relationship of planning parts to the whole
4. Knowledge in depth of planning concepts.
5. Knowledge of how to design and use structured questionnaires

Training Guidelines:

1. Community college courses; job training
2. Job training, in-service training
3. Community college courses; experience
4. Community college courses
5. Community college courses; job training

- | | |
|---|--|
| 6. Knowledge of office filing system. | 6. Job training |
| 7. Knowledge of zoning and related planning concepts and codes | 7. Community college courses; job training |
| 8. Knowledge of urban planning problems | 8. College courses |
| 9. Knowledge of group dynamics and interpersonal relations | 9. College courses |
| 10. Ability to communicate effectively | 10. Community college courses |
| 11. Ability to understand and guide group discussions on planning matters | 11. Community college courses |

Education and Experience:

An applicant should have an A.A. degree in Community Planning or an equivalent combination of education and experience; or 2 years experience as a Planning Aide supplemented by the required training courses.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Contemporary Environmental Design
2. Directed Studies in Planning
3. Studio Projects in Design
4. Residential Design and Drafting

Junior Planner

This is beginning level professional work in city planning involving drafting, design, and research for well-defined projects. Work is under the direct supervision of a senior planner, but the employee is expected to work with increasing independence. Technical and supervisory guidance is readily available. Public contacts are relatively routine, requiring the ability to educate others to a point-of-view although Junior Planners may be assigned to speak before citizen groups. The work requires moderate knowledge of the policies of the department. Some direction of the work of subprofessional planners is required.

Tasks:

Performs design and research work relating to the general plan, as a distinct section of a total project;

Compiles statistical information; prepares graphics;

Writes detailed reports relating to operations of the department;

Lays out, plots, traces, and letters charts, drawings, plans, and diagrams pertaining to city planning subjects, including major streets, freeways, transit and transportation lines, sub-divisions, and recreational areas.

Knowledges, Skills, and Abilities:

1. Knowledge of principles of city planning.
2. Knowledge or research methods typical of city planning
3. Knowledge of sources of information related to city growth
4. Knowledge of zoning ordinances, subdivision ordinances, and other ordinances pertaining to city planning activities
5. Skill in making computations and applying general statistics
6. Skill in producing detailed drawings and plans from notes and sketches
7. Skill in freehand and mechanical lettering
8. Skill in speaking and writing clearly

Training Guidelines:

1. College courses
2. College courses
3. College courses; job training
4. Office manuals; job training
5. College courses; experience
6. College courses; experience
7. College courses; experience
8. College courses; experience

9. Ability to work effectively with others

9. Human relations course;
self acquired through
experience

Education and Experience:

An applicant should possess a bachelor's degree in City Planning. Applicants coming from the subprofessional ranks may substitute for the bachelor's degree, four years of experience with a planning department and substantial course work in college which leads to a bachelor's degree in City Planning. Such experience may be the combined experience gained through employment as a Planning Aide Trainee, Planning Aide and Planning Technician.

SUGGESTED

COMMUNITY COLLEGE CURRICULUM GUIDELINES

PLANNINGTechnical Course Title and Brief Description of Course Content

Introduction to Cities and to Community Planning

An approach to the understanding of the urban environment and its development through history. Reviews the history of the city and the role of the city as a factor in the development of civilization; includes investigating the patterns of urban design, location and form; traces the development of city planning as a profession.

Course Outline:

1. History of the city
2. Patterns of Urban Design, Location and Form
3. Development of City Planning
4. Zoning and the Police Power, Land Subdivision
5. The Planning Commission
6. The Clients of Planning: the Executive, the Legislature, the General Public, Interest Groups and the Planning Commission.

The Role of Planning in Government

Traces the development and responsibility of planning as a function of local government. Reviews the role of a planning agency in the city and in the region. Investigates the methods employed in formulating goals and preparing the plan.

Course Outline:

1. Role of a Planning Agency in Cities and Regions
2. Physical Planning Functions and Social Planning Functions.
3. Transportation Planning
4. Community Facilities Planning
5. The Urban Renewal Process

Planning Methods and Plan Implementation

The nature and development of the general plan, means of implementing the general plan for physical development of a community; the techniques, skills and tools of planning; a review of the operation and problems of urban renewal as a method of plan implementation.

Course Outline:

1. Nature and Development of the General Plan
2. The Methods of Implementing the Plan
3. The Techniques and Tools of Planning
4. Decision-Making
5. Forecasting, Projections, and Using Indicators

Technical Course Title and Course Content (continued)

Current Problems in Urban Communities

A survey of the social, political, economic and physical problems in the modern American community, and the attempts by government and private agencies at the solution of the problems. Special emphasis is given the problems of housing traffic, the changing functions of the city, the central business districts and the need for political and civic approaches to these problems. Two hours per week must be spent attending a meeting of the City Council or the Planning Commission in local communities.

Course Outline:

1. Planning and Minorities; Advocacy Planning
2. Social Problems and Educational Planning; Health Planning
3. Rapid Transit
4. Metropolitan Government
5. Equity and the Distribution of Goods

Planning Graphics

Introduction to the graphics and practice of community planning. Instruction and practice in the techniques and use of materials in planning and urban renewal graphics. Students prepare a series of projects employing both freehand and technical drafting methods.

Course Outline:

1. Site Planning
2. Street Layout
3. Subdivision Planning and Design
4. Land Use Plans and Maps
5. Illustrative Site Plans
6. Data Maps and Charts

Selected Topics in Community Planning

Topics of general interest are chosen for concentrated study and investigation. Students prepare and present reports and other special projects. Topics include various aspects of urban or metropolitan political, social, economic, or physical problems with special emphasis on the region.

Course Outline:

Flexible

Urban Renewal

Study of urban renewal history, development, theory and practice. Includes an investigation of the legal bases, procedures, accomplishments and experiences in the practice of governmental programs.

Course Outline:

1. The History of Housing
2. Urban Design and the Provision of Low and Moderate Income Housing

Technical Course Title and Course Content (continued)

Urban Renewal

Course Outline (continued)

3. History of Urban Renewal
4. Program Development Housing, and Structural Rehabilitation
5. The Future and Urban Renewal

Contemporary Environmental Design

Basis values in contemporary environmental design. Planning for modern living - the home, the neighborhood, the region. Outstanding designers, planners, and their contributions.

Course Outline:

1. Elliot, Perry, Burnham, et al.
2. Parks and Park Systems
3. The Neighborhood Concept
4. The City of the Future

ELECTIVES

Directed Studies in Planning

An opportunity for the individual student, under the direction and guidance of the instructor, to pursue a project or study in depth. Topics include various aspects of urban or metropolitan political, social, economic or physical problems.

Studio Projects in Design

Emphasis on study of form, light, space, scale, environment and motion. Introduction to basic needs of man and space requirements for satisfaction of these needs.

Residential Design and Drafting

Research, analysis, design (schematics, preliminaries, and working drawings) of residence construction.

General Course Titles and Brief Description of Course Content

Oral and Written Communication

This course would provide an integrated approach to preparing correspondence and reports using simple statistical methods as a tool for meaningful analysis and presentation of data in the written report. Emphasis would be on identifying and analyzing a problem, researching the problem, collection and analysis of data, use of charts, graphs and other illustrations, stating alternatives and making recommendations. Oral communications would be developed through presentation of reports, in lecture, conference and group workshop sessions. Robert's Rules of Order would be reviewed in the context of conducting group discussions. Agenda would be prepared for conducting meetings and minutes of discussions prepared.

Human Relations

This course deals with increasing personal effectiveness in interpersonal relationships and how to work with and understand individuals in work-group situations. It employs a leadership workshop including demonstrations, lectures and structured role playing and sensitivity training sessions.

Principles of State and Local Government

This course deals with organizations, operations and politics of state, county, special district and municipal governments. Emphasis is placed on current issues, the development of public policy and the influences of historical, social, economic and geographic factors.

Work Experience

This course would attempt to introduce the pre-service student to the work setting of the planning office. The general purpose would be to acquaint the students with functions of zoning, advanced planning and related drafting and research activities.

GOVERNMENTAL SUPERVISION AND MANAGEMENT PROGRAM

In public employment there are people in positions with personnel, budgetary, supervisory and overall management responsibilities. Frequently these people do not have the skills to properly handle middle management tasks such as, motivating and supervising their staff, developing work programs, preparing budgets, and analyzing a variety of operating problems.

In recognition of the need for middle management improvement in these skills, the State Personnel Board's Middle Management Training Program was modified by the Institute's Task Forces to better meet the needs of local government. Each of the Task Forces agreed that courses in oral and written communications, human relations, and the principles of state and local government for all types of subprofessional employees would be highly desirable. Of course, for those employees in supervisory and administrative positions, more extensive training in public administration is desirable.

Since there are 9.4 million state and local government employees and 3 million federal employees in the United States as of October, 1968, it is obvious that there is a need for two year public administration programs to be instituted for those employees who have not had (nor will probably ever get) administrative and supervisory training at the four year college and university level.

A Statewide Advisory Committee was formed by the Chancellor's Office of the California Community Colleges to develop a community college certificate for a public administration program for public service employees in supervisory, mid-management and staff positions. The Institute staff met frequently with the Committee staff and the following guidelines were

suggested by the Committee:

1. A certificate program would be essentially to train people who are currently employed and who want to upgrade their positions.
2. The certificate program should consist of approximately 24 units, three units for each course.
3. The title of the certificate program would be Governmental Supervision and Management.
4. There should be articulation, horizontally and vertically, between community colleges, requesting each college to accept course work in supervision and/or management in the areas of government and/or public service.

Two types of program were recommended. For the college that wants to offer a program specifically for Government Supervision and Management, the core could be:

Core

Introduction to Supervision and Management
Fundamentals of Public Administration
Psychology of Human Relations
Management Communications
Organization and Management Theory
Management of Personnel Resources

Electives

Administration Office Management
Statistics
Administration of Financial Resources
(Budget and Fiscal)
Introduction to Data Processing
Public Relations
Seminar in Government Problems

For the college that wants to offer the generic management core with a government option, the suggested program is:

Management Core

Organization and Management Theory
Oral and Written Communications
Personnel Administration
Human Relations

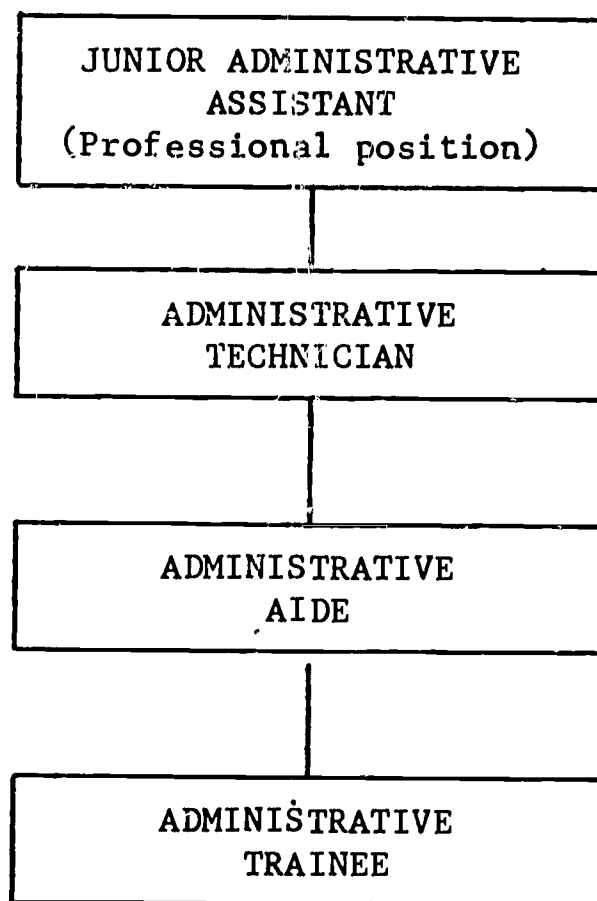
Government Option

Fundamentals of Public Administration
Administration of Public Financial
Resources

Electives

Speed Reading, Data Processing, Statistics, Accounting (Government) and
Public Administration Law

GOVERNMENT ADMINISTRATION
SUBPROFESSIONAL CAREER LADDER



Note: The job description set forth for an Administrative Trainee suggests that a person in this position could perform duties in personnel, purchasing, research, interviewing and related general government functions.

Administrative Aide Trainee

This is the entrance level, trainee position in the Public Administration sub-professional career series. Through a combination of work experience, on-the-job training, and appropriate academic instruction, an Administrative Aide Trainee is expected to perform simple tasks related to general clerical office practices and procedures. Under the direct supervision of an Administrative Technician, an incumbent in this position receives detailed and specific assignments and instructions. Work is reviewed while in progress and upon completion.

Tasks:

Conducts simple structured interviews to gather employment background information;

Tallies objective questionnaires, and posts objective information;

Scores objective written examinations using basic hand scoring techniques;

Receives and begins processing of employment applications and requests for notification of examinations;

Alphabetizes and files by alphabetic and numeric systems;

Assists proctoring of examinations;

Takes photographs of pre-determined subjects;

Operates reproduction equipment;

Answers inquiries concerning general information that is readily available;

Assists the general public, when needed, in filling out simple forms;

Collates, assembles, and binds reports;

Takes courses necessary to round out his academic training; and

Inspects conditions in the field by following specific instructions.

Knowledges, Skills, and Abilities:

1. Basic knowledge of clerical office practices and procedures
2. Basic knowledge of proctoring techniques
3. Basic knowledge of interviewing techniques
4. Knowledge of reading, writing and basic arithmetic
5. Knowledge of forms used
6. Skill to operate reproduction equipment
7. Ability to follow oral and written instructions
8. Ability to work effectively with the general public and other employees
9. Ability to learn

Training Guidelines:

1. High School courses; job training
2. Community College course; job training
3. Community College course; job training
4. High School courses; self-study
5. Job training
6. Job training
7. Community College course in communications
8. Community College course in Human Relations; job training
9. Performance evaluation

Education and Experience:For entrance:

1. 18 years of age at time of appointment.
2. Ability to read and write at 8th grade level.
3. Possess a valid driver's license prior to appointment.
4. Ability to add and subtract.
5. Ability to speak and understand English.
6. Willingness to learn.

For advancement:

High School graduation or G. E. D. equivalent; OR two years of work experience as an Administrative Aide Trainee and three to four community college level courses in Government Supervision and Management.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Principles of state and local government
2. Oral and Written communications
3. Human Relations

Administrative Aide

This is the intermediate level position in the Public Administration subprofessional career series. Under the general supervision of an Administrative Technician, an incumbent in this position performs moderately complex duties related to the general function of an administrative office. Level of responsibility and scope of assignments increase in direct relation to incumbent's knowledge of department's work and progress in his academic training.

Tasks:

Codes, summarizes, and compares objectives and simple data following established guides and procedures;

Answers inquiries involving interpretations of standard policies, procedures, codes and ordinances;

Prepares standardized reports involving elementary data and routine information;

Collects specified data from standard sources;

Meets with individuals and small groups to offer assistance, answer questions and provides information;

Proctors simple examinations;

Sets up and operates a projector;

Sets up and handles exhibits and displays at meetings;

Reviews applications for completeness;

Checks routine complaints and reports findings;

Obtains names and prepares lists; and

Takes appropriate courses to round out his academic training.

Knowledges, Skills, and Abilities:

1. Knowledge of administrative office practices and procedures
2. Knowledge of proctoring techniques
3. Knowledge of interviewing techniques
4. Basic knowledge of department's work
5. Skill to operate a projector
6. Ability to interpret rules, regulations, and procedures in written and oral form
7. Ability to follow oral and written instructions
8. Ability to work effectively with the general public and other employees
9. Ability to perform all lower level tasks

Training Guidelines:

1. Community college course; job training
2. Community college course; job training
3. Community college course; job training
4. Job training; self-study
5. Job training
6. Community college course in Communications
7. Job training
8. Community college course in Human Relations; job training
9. Job training

Education and Experience:For entrance:

High School graduation or G.E. D. equivalent; OR two years of work experience as an Administrative Aide Trainee and 12 units of college-level courses in Public Administration.

For advancement:

An A. A. degree including 12 units in Public Administration, and a course in Elementary Statistics.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Fundamentals of Public Administration I
2. Fundamentals of Public Personnel Administration
3. Other courses might include Statistics, Data Processing, and Accounting

Administrative Technician

This is the top level position in the Public Administration subprofessional career series. Under the general supervision of a professional Administrator, an incumbent in this position performs a variety of moderately complex tasks related to personnel, purchasing or administrative functions. In addition, he is responsible for considerable difficult clerical work and the supervision of other subprofessional administrative personnel. An Administrative Technician must have good knowledge and understanding of the department's work, policies and procedures.

Tasks:

Supervises Administrative Aides and Trainees;

Supervises the tabulation of objective surveys;

Supervises stockroom and small warehouse operation;

Performs desk audits and rewrites class specifications for simple, low-level positions;

Codes, summarizes, and compares complex data following established guides and procedures;

Conducts and reports on surveys and investigations following guidelines;

Prepares safety and training sessions, conducts "tailgate" sessions and compiles safety statistics;

Instructs and counsels employees on rules, procedures and policies;

Writes basic specifications for bid requests;

Secures price quotations and does basic buying of routine materials and supplies;

Meets with groups to make routine presentations of programs;

Conducts structured employment interviews;

Answers questions and complaints, and assists the public in person, by phone and correspondence;

Designs charts and visual aids; and

Tabulates questionnaires involving simple subjective decisions.

Knowledges, Skills, and Abilities:

1. Knowledge of Public Personnel Administration
2. Knowledge of Public Administration
3. Knowledge of Organization and Management Theory
4. Basic knowledge of Public Finance
5. Basic knowledge of Purchasing and Warehouse procedures
6. Basic knowledge of training techniques and safety
7. Knowledge of supervisory techniques
8. Knowledge of report writing
9. Basic knowledge of charts and visual aids
10. Ability to understand and interpret department's rules, regulations and procedures
11. Ability to follow and give oral and written instructions
12. Ability to establish and maintain effective working and public relations

Training Guidelines:

1. Community college course
2. Community college course
3. Community college course
4. Community college course
5. Community college course; job training
6. Community college course; job training
7. Community college course; job training
8. Community college course
9. Community college course; job training
10. Job training; self-study
11. Job training
12. Community college course in Human Relations; job training

Education and Experience:

A. A. degree including 12 college-level units in Public Administration, and a course in Elementary Statistics.

Suggested Community College Courses (See Curriculum Guidelines for more detail)

1. Fundamentals of Public Administration II
2. Fundamentals of Public Finance Administration
3. Urban Problems Seminar

SUGGESTED COMMUNITY COLLEGE CURRICULUM GUIDELINES

GOVERNMENTAL SUPERVISION AND MANAGEMENT

The following courses could provide a core program for a certificate geared to the unique features of mid-management needs in government employment:

Fundamentals of Public Administration I

This course is designed to give the student a basic understanding of principles and concepts underlying the generic field of public administration in federal, state and local government. The development of the basic concepts and principles of public administration: line-staff, span of control, responsibility, accountability, etc., the role of government in a modern society; the relationship of administrative and policy processes; administrative law; the legislative process; the judicial process; the administrative process; the political process.

Fundamentals of Public Administration II

This course may be designed to place particular emphasis on a more specialized area of government, such as municipal government: organization of public agencies; an overview of the staff and line functions of public agencies; intergovernmental relations; new and emerging organizational forms and functions of government.

Fundamentals of Public Personnel Administration

Human resource development; historical development of public personnel administration recruitment, selection, training classification, grievance procedures and related processes of public personnel administration; review and evaluation of various public personnel systems; new concepts in personnel administration; manpower programs; overview of labor relations in government employment.

Fundamentals of Public Finance Administration

Organization and functions of fiscal administration; financial planning and control; analysis of the budgeting process; budget preparation; concepts of taxation; revenue sources - property taxes, sales taxes, etc., intergovernmental financial relationships; debt management; data processing applications in fiscal administration; analysis of the fiscal process in various government agencies; purchasing; special assessments; capital improvement budgeting.

Urban Problems Seminar

This course is designed to provide a broad overview of some of the critical social, economic, political and physical urban problems confronting governmental agencies in the cities. It will explore the causative factors underlying the problems, programs and organizations which have been designed to cope with those problems and the roles of the class participants in seeking solutions to those problems. A suggested outline for such a class would utilize regular and guest lectures, action-oriented workshops and group discussions.

Specific topics might include:

- a. The City - A Historical Perspective - Its Raison D'Etre:
A review of the problems and services provided by early cities;
growth trends in the urban areas.
- b. Issues and Problems in the City:
Employment and Manpower Problems; Housing; Crime and Civil Disorders; Minority Relations; Financing Local Government; The Continuing Physical Environment Problems: Traffic, Pollution, Physical Resource Planning; Participatory Democracy and Intergovernmental Relations.
- c. New and Emerging Organizations and Programs Solving the Urban Problems:
Manpower Programs - Educational Resources, Skill Centers, Job Analysis Methods; Various Local, State and Federal Programs.
Housing - The New Housing Act, Urban Renewal, Public Housing and Subsidies.
Minority Relations - Human Relations Commissions, Community Action Programs, Experiments with Decentralized and Participatory Democracy, Neighborhood Centers, Ombudsman Concepts and Consumer Problems.
Organizational Forms of Government for Regional or Metropolitan Problem Solving.
Crime - The Police Department
Financing Local Government - Grants in Aid, New Sources of Revenue.
Urban Ecology
- d. Private Enterprise and the City
 - (1) Utility of Private Involvement
 - (2) Roles for Private Enterprise

Written and Oral Communications

This course would provide an integrated approach to preparing correspondence and reports using simple statistical methods as a tool for meaningful analysis and presentation of data in the written report. Emphasis would be on identifying and analyzing a problem, researching the problem, collection and analysis of data, use of charts, graphs and other illustrations, stating alternatives and making recommendations. Oral communications would be developed through presentation of reports in lecture, conference and group workshop sessions. Robert's Rules of Order would be reviewed in the context of conducting group discussions. Agenda would be prepared for conducting meetings and minutes of discussions prepared.

Human Relations or Elements of Supervision

Fundamentals of supervision, employee morale, types of leadership, sensitivity training, role playing, value systems of various clientele groups served by government.

APPENDIX A

LIST OF LOCAL GOVERNMENT PERSONNEL
AND EDUCATORS WHO CONTRIBUTED TO THE PROJECT
and
PROJECT METHODOLOGY

TASK FORCE MEMBERS

FINANCE

Mr. Charles V. Bird
Director of Finance
Modesto City Hall
801 11th Street
Modesto, California 95353

Mr. Sam Norris
Ass't. City Manager & Finance Director
City Hall, 320 W. Newark Avenue
Monterey Park, California 91754

Mr. Douglas K. Ogden
Director of Finance
City Hall, P.O. Box 3222
Anaheim, California 92803

Mr. Martin L. Allen
Finance Director
City Hall, 11391 Acacia Street
Garden Grove, California 92640

Mr. Richard B. Piatt
Director of Finance
City Hall, 450 N. Crescent Drive
Beverly Hills, California 90210

INSPECTION SERVICES

Mr. Thomas Balderrama
Building Director
City Hall
Glendora, California 91740

Mr. Donald Teter
Chief Building Inspector
City Hall, P. O. Box 890
Fremont, California 94537

Mr. Max W. Strauss
Building and Planning Director
City Hall, 450 N. Crescent Drive
Beverly Hills, California 90210

Mr. Joe Randell, Assistant Director
of Inspections
City Hall, 2326 Fresno Street
Fresno, California 93728

LIBRARY

Miss Dorothy Drake
Sacramento City-County Librarian
1930 T Street
Sacramento, California 95814

Mr. Raymond M. Holt
Librarian
City Hall, 250 W. Fourth Street
Pomona, California 91766

Mr. Albert C. Lake
Library Director
City Hall, 3711 Orange Street
Riverside, California 92501

Mr. John Perkins
Librarian
City Hall, 105 E. Queen Street
Inglewood, California 90301

Mr. John Jolly
Library Director
City Hall, 116 E. Foothill Blvd.
Glendora, California 91740

PERSONNEL

Mr. Robert Galloway
Personnel Director
City Hall, 2326 Fresno Street
Fresno, California 93728

Mr. Robert W. Coppock
Personnel Director
City Hall, 330 W. 20th Avenue
San Mateo, California 94402

Mr. William F. Danielson
Personnel Director
City Hall, 2134 Grove Street
Berkeley, California 94704

Mr. Gary Foss
Assistant Administrative Officer
City Hall, 105 E. Queen Street
Inglewood, California 90301

PERSONNEL (continued)

Mr. Ronald Gallaher
Personnel Director
City Hall
Walnut Creek, California 94596

Mr. Barney Walszak
Personnel Director
City Hall, 205 W. Broadway Street
Long Beach, California 90802

Mr. James Newman
Personnel Director
Room 100, City Hall
Oakland, California 94612

PUBLIC WORKS

Mr. James L. Martin
Director of Public Works
City Hall, 2326 Fresno Street
Fresno, California 93728

Mr. James F. Martinek
Public Works Director
3870 Mulberry Street
Riverside, California 92507

Mr. A. R. Turturici
Director of Public Works
City Hall, 801 N. 1st Street
San Jose, California 95110

Mr. Glenn Harris
Public Works Director
City Hall, 734 Marin Street
Vallejo, California 94590

Mr. George Mim Mack
Public Works Director
City Hall
Ontario, California 91761

PLANNING

Mr. Thomas M. Brown
Planning Director
City Hall, 7th and Orange
Riverside, California 92501

Mr. Ernest Henderson
Planning Director
City Hall
Richmond, California 94804

Mr. Richard C. Stockwell
Planning Director
City Hall, P. O. Box 887
Concord, California 94520

Mr. William R. Rugg
Planning Director
City Hall, 835 E. 14th Street
San Leandro, California 94577

Mr. William D. Fromm
Planning Director
275 East Olive Avenue
Eurbank, California 91503

RECREATION

Mr. Marvin D. Arnold
Recreation Director
City Hall, 11710 Telegraph Road
Santa Fe Springs, California 90670

Miss Pauline desCranges
Recreation Director
City Hall, 202 C Street
San Diego, California 92101

Mr. R. G. Renfree
Recreation Director
3520 5th Avenue
Sacramento, California 95817

Mr. Dale Christiansen
Parks and Recreation Director
City Hall, 2134 Grove Street
Berkeley, California 94704

Mr. Jay M. VerLee
Recreation Director
City Hall, 14th and Washington Avenue
Oakland, California 94612

PARTIAL LIST OF EDUCATORS

William F. Anderson
Field Representative, International
Conference of Building Officials
and Instructor, Building Inspection

Leland P. Baldwin
Assistant Chancellor
Vocational Education
California Community Colleges

Nathan H. Boortz, Director
Vocational-Technical Education
Foothill Junior College

Sidney W. Brossman
Chancellor
California Community Colleges

Patrick Carter
Director of Technical-Vocational
Education
Diablo Valley College

Don Dennison
Coordinator of Community Planning
Program
Merritt College

Ken Densley
Research Consultant
Bureau of Vocational-Technical
Education

G. A. Eckenrod
Dean of Business Division
Fresno City College

Mrs. Marjorie E. Gardner
Consultant in Business Education
California Community Colleges

William G. Gordon
Consultant in Public Service
Occupations
California Community Colleges

William Hopper
Director of Public Service
Education
Chabot College

Ruth MacFarlane
Associate Professor, Sociology and
Community Development
Pasadena City College

John McKinley
Dean of Instruction
Chabot College

Louis Quint, Assistant Dean
Vocational Education
American River College

Don Richardson
Coordinator of New Careers Program
Merritt College

Gilbert Saunders
Program Specialist
American Association of Junior
Colleges

William Steinberg
Director of Vocational Education
San Diego Community Colleges

Mervin E. Tollefson
Coordinator of Industrial Education
San Jose City College

John Wixon
Director of Occupational Education
Contra Costa College

Floyd L. Younger, Chairman 1968
Committee on Curriculum and
Instruction
California Junior College Association

PROJECT METHODOLOGY

An overview of the methodology of the project is provided below:

1. In cooperation with the League of California Cities, the Institute obtained the services of leading professionals in a number of local government occupations from throughout the state to participate in task force meetings. The first meeting of the Task Forces (Inspection Services, Civil Engineering, Accounting, Library Services, Recreation and Planning involved an assessment of manpower and training problems within the particular occupational field. ^{1/} Discussions of manpower programs and a thorough briefing on New Career concepts formed the background for the development by the operating professionals of subprofessional career ladders which incorporate trainee and technician positions. Against this backdrop there began to emerge some preliminary ideas as to curriculum content.
2. A two-day workshop was sponsored by the Institute for a cross-sectional group from the task forces to develop systematic job analysis techniques which were used to refine the information generated from the first round of task force meetings. The job analysis techniques made possible the extrapolation of curriculum ideas from behavioral task statements in subsequent task force meetings. Many of the techniques developed from the workshop are included in the job descriptions in later portions of this publication.
3. Concurrent with task force operations, the Institute surveyed over thirty local government agencies to measure attitudes of subprofessionals and professionals concerning the training needs they envisioned and the types of trainee and aide positions which might be developed through possible further Institute/Agency cooperation. The specific findings from the survey are included in Appendix B.
4. The Institute also reviewed, in detail, over 70 community college catalogues, representing about 85% of the community colleges in California and about 8% of those in the nation. This review enabled us to obtain the information relating to government-oriented curricula to form the foundation for development and redirection of curriculum. Simultaneously, this information served as the springboard for course work and curriculum discussions in the next round of task force meetings.
5. Based on the early task force meetings and subsequent research and allied activities of the Institute, the Personnel Task Force developed comprehensive job descriptions which included statements of duties and tasks, comments regarding knowledges and skills and vocational-technical education and training ideas. The efforts of the Personnel Task Force were central to the project as well as the assistance of the Public Service Education Consultant in the California Community Colleges.

^{1/} A Personnel Task Force also met and considered the findings of the other task forces but no direct findings from this task force are reported in Chapter Three of this publication. On the other hand, each of the task forces did consider some of the requirements related to the development of a mid-management program so we have included those findings in Chapter Three, even though no Institute Task Force was convened for the special purpose of developing this type of program.

6. Further rounds of task force meetings provided a review of the job descriptions and the development of curriculum guidelines. These meetings included discussions with qualified consultants from throughout the country.
7. The Personnel Task Force made the final review of the materials developed from the task force meetings with particular focus on their suitability for implementation through the community colleges. Their recommendations form the basis for the section of this publication "Implementation Tactics."
8. Most difficult to describe are the many simultaneous, corollary and continuing processes in our methodology which are what we call "being where the action is." Institute staff worked with more than a dozen individual California Community Colleges to encourage the development of public service education programs and served on several curriculum development advisory committees.

APPENDIX B

SUMMARY

MUNICIPAL MANPOWER DEVELOPMENT STUDY
and QUESTIONNAIRE

MUNICIPAL MANPOWER DEVELOPMENT STUDY

SUMMARY

The purpose of this study was to help assess the potential for establishing basic entry level trainee and aide positions and to assess the adequacy of existing training and education programs.

A questionnaire (see Appendix for a copy of the questionnaire) was sent to approximately 30 cities throughout the State of California. The questionnaire was completed by professional and subprofessional employees in the following occupational areas: public works, libraries, recreation, planning, accounting and building inspection. The following points represent a summary of the above listed occupational areas:

1. Nearly all respondents felt that there were tasks which they performed that could be performed by someone with less training, education and/or experience than they had.
2. A majority of the respondents in all areas felt that the tasks they performed should not be performed by someone in a more responsible position. It is interesting to note how many more respondents indicated that tasks they performed could be relegated to a lower level position than tasks which should be performed at a higher level.
3. The respondents indicated that the formal education received to prepare them for their present position could be improved.
4. In most cases, the respondents felt that their cities did not have a good continuing-in-service training program allowing for career advancement in their occupational field. This is interesting from the standpoint that all the cities in the survey have either tuition reimbursement or merit raises for educational advancement policies.
5. Respondents felt that local junior colleges and four year colleges in their areas should provide more courses oriented to local government and programs to prepare for career advancement in local government.
6. Numerous positions which could be created below any existing entry level positions were identified. Generally, in the "Aide", "Trainee" and "Assistant" categories.
7. Respondents identified various tasks that could be performed by persons entering below existing entry level positions. These tasks are listed in the sections covering each occupation.

8. The large majority of respondents felt that these new entry level positions should serve as a means of recruiting disadvantaged people and open up career opportunities for them in local government.
9. In the law enforcement, library, finance and planning areas, the respondents generally felt that a high school education would be needed in order to qualify for entry level positions. In recreation and public works, respondents felt that something less than a high school educational level might be acceptable.
10. Respondents indicated that new entry level positions could benefit from community college educational programs if such programs were specifically designed for their needs.
11. Several specific types of skill courses for the pre-service student who is considering entering local government service were set forth. General courses frequently mentioned included: Communication Skills, City Government, Human Relations, English, and Math. Respondents indicated that similar courses should be offered for the in-service employee who wants to improve present job skills and prepare for career advancement.

THE MUNICIPAL MANPOWER DEVELOPMENT STUDY

INSPECTION SERVICES

The Institute for Local Self Government recently completed the Municipal Manpower Development Study. A summary of the findings on Inspection Services includes the following information:

1. Of the respondents, most felt that the tasks they performed should not be performed by someone in a more responsible position.
2. New functions, services, or programs in the field of Inspection Services, to provide better service to the citizens were judged by the respondents to be the following:
 - a. Public relations training.
 - b. Department program for employees to attend local educational institutions (city paying costs).
 - c. Periodic swim pool safety inspection.
3. The majority of respondents felt the formal education received to prepare them for their present position was good.
4. In comparing educational background to previous work experience, most felt that their previous work experience had better prepared them for job success, than educational background.
5. Most of the respondents felt that their cities presently have a continuing in-service training program that is adequate to allow for advancement in their occupations.
6. Most of the respondents felt that local junior colleges or four year colleges in the areas provided good local government oriented courses and programs to prepare for career advancement.
7. Positions identified which could be created at a level below any existing entry level positions were:

File Clerk	Housing Aide
Building Inspector Trainee	Counter Man
Plan-check Trainee	
8. Examples of tasks which could be performed by positions identified in 7 above included the following:

Report Writing	Filing Permits
Code Research	Zoning Inspections
Issue Permits	Check for trailer court permits
Check for illegal construction	Plan-checking
Review Plot Plans	

9. The majority of respondents felt that positions identified in number 7 could serve as a means for recruiting disadvantaged people and thus possibly lead to the start of a career in local government.
10. Comments regarding qualifications for these positions (identified in 7) varied from ability to learn and follow directions to a high school education with some specific training (as in building inspection codes and techniques of inspection).
11. Inspection Services positions which could benefit from junior college educational programs if such programs were specifically designed were identified as:

Plan Checker
 Inspector (in various specialities as Electrical, Plumbing, etc.)
 Land Use Technicians

12. Courses for the pre-service student who is considering entering government service are:

Local Government	Plan Reading
Communication Skills	Drafting
Technical Mathematics	Zoning
Code Interpretation	Public Relations

13. Responses to the question of what in-service courses could be offered employees wanting to improve present job skills and prepare for career advancement said that such courses should be basically the same as pre-service courses but should be more advanced and specific.

THE MUNICIPAL MANPOWER DEVELOPMENT STUDY

PUBLIC WORKS

The Institute for Local Self Government recently completed the Municipal Manpower Development Study. A summary of the findings on Public Works includes the following information:

1. Of the respondents most felt that the tasks they performed should not be performed by someone in a more responsible position.
2. New functions, services, or programs in the field of Public Works, to provide better levels of service to the citizens were judged by the respondents to be the following:

Public Relations Training	Better Complaint Processing
Long Range Physical	Rotation of Field and
Improvement Planning	Office Engineers
In-service Training Programs	
3. The majority of respondents felt the formal education received to prepare them for their present position was good.
4. In comparing educational background to previous work experience, most felt that their previous work experience had better prepared them for job success.
5. Most of the respondents felt that their cities did not presently have a continuing in-service training program that was adequate to allow for advancement in their occupation.
6. 80% of the respondents from lower career level occupations (Unskilled/semi-skilled laborer, skilled laborer/truck driver, equipment operator/leadman) did not know whether local community colleges or four year colleges in their areas provided good local government oriented courses and programs to prepare for career advancement. Of the 31 respondents from higher career level categories (foreman, assistant superintendent/superintendent) 12 felt such courses were provided, 10 felt they were not, and 9 did not know.
7. Positions identified which could be created at a level below any existing entry level positions were:

Assistant Treatment Plant Operator
 Sewer Maintenance Assistant
 Automotive Mechanic Trainee
 Office Aide

City Yard-Operator Assistant
 Electrician Trainee
 Public Works Inspector Trainee
 Rod and Chainman Assistant
 Draftsman Trainee
 Office Trainee
 Engineering Aide (1 and 2)

8. Some tasks that could be performed by persons entering below existing entry level positions are:

Inventory and Order Parts	Breaking Out and Removing
Oil and Clean Equipment	Concrete
Issue Equipment	Drive Scooter
Pump Gasoline	Crew Dispatch
Clean Lighting Fixtures	Xeroxing
Replace Lighting	Map Filing
Inspect Wall Sites	Giving Information to the
Shop Maintenance (Sweeping and	Public
Cleaning Up)	Writing Letters, Notices, Reports
Welding	Time and Bookkeeping
Tire Repairing	Simple Drafting
Shoveling/Digging	

With specific reference to Engineering:

Map Research	Simple Drawings
Drafting (requiring minimum	Giving Information to Public
degree of accuracy)	Maintain Atlas Sheets and
Gathering Information for	Assorted Maps
Projects	Processing Legal Documents
Review of Bids	through offices
Investigate Public Complaints	Street Alignment
Surveying	
Set and Maintain Traffic Counter	

9. The majority of respondents felt that positions identified in number 7 could serve as a means for recruiting disadvantaged people and thus possibly lead to the start of a career in local government.
10. Comments regarding qualifications for these positions varied from ability to learn and follow directions to a high school education with some specific training (as in engineering).
11. Engineering type positions which could benefit from community college educational programs if such programs were specifically designed were identified as:

Public Works Inspector	Engineering Technicians
Surveyor	Engineering Aides
Rod and Chainman	Traffic Engineering positions
Draftsman	

12. Courses for the pre-service student who is considering entering positions mentioned in question 11 are:

Local government
Communication skills
Political Science
Statistics
Surveying
Math, Algebra, Trigonometry, Geometry
Drafting
Chemistry
Physics
Psychology
Human Relations

13. Responses to the question of what in-service courses could be offered employees wanting to improve present job skills and prepare for career advancement said that such courses should be basically the same as the pre-service courses but should be more advanced and specific.

THE MUNICIPAL MANPOWER DEVELOPMENT STUDY

FINANCE

The Institute for Local Self Government recently completed the Municipal Manpower Development Study. A summary of the findings on Finance includes the following information:

1. The respondents to this section of the study felt that there were tasks which they performed which could be performed by someone with less training, education, and/or experience. Accountants responding felt that these tasks would include the following:

Answering questionnaires	Prepare invoices
Verifying signatures on checks	Determination of available funds
Preparation of journal entries	Preparation of bank reconciliations
Payroll tax accounting	Taking physical inventories
Checking tax reports	Checking insurance reports
Business license field investigation	Occasional clerical work
Business license office research	Maintaining emergency first aid records

Clerks working in the finance field felt that the following tasks could be performed by someone with less training, education, and/or experience:

Open, date and distribute mail	Examine clock punches and add hours
Answer telephone	Issue dog licenses
Minor clerical duties	Routine filing of payroll records
Maintain records of bonds	Maintain vacation and sick leave cards
Check daily cash	Stamping and coding city checks
Filing	
Operate postage machine	
Ordering supplies for the department	

2. The large majority of accounting respondents felt that there were no new services, programs, or functions that should be performed by their departments in order to provide better quality service to the citizens. It was generally felt that maximum service was being provided.
3. The majority of respondents felt the formal education received to prepare them for their present position was generally good.
4. In comparing educational background to previous work experience, more accountants felt that previous work experience had prepared them better to do their job than their formal education. Of the clerks in finance, all but one felt that previous work

experience had prepared them better.

5. Of the accountants, a large majority felt that their city offered poor in-service training programs. The account clerks agreed with the accountants.
6. Of the accountants, half felt that the local junior colleges and four year colleges in their areas provided good programs to prepare them for career advancement. Of the finance clerks, nearly all felt higher education in their areas provided good programs.
7. The following positions were suggested to be created below existing entry level positions:

Junior clerk	Business license trainee
Junior auditor	Accountant intern
File clerk	Junior accountant

8. The accountants felt that such positions (cited in number 7) could serve as a means for recruiting disadvantaged people and possibly lead to a career in local government for them. The clerks agreed.
9. The respondents (both accountants and clerks) felt that most of the positions in their division and/or department could benefit from junior college programs if such programs were offered.
10. Specific types of courses which would need to be taught for the preservice student who is considering entering the finance field were determined by the respondents to be the following:

Systems and procedures	Public relations
Fundamental accounting	Basic communication skills
Data processing	General accounting
Oral and written communication	Purchasing
Inventory control	Record keeping
Warehousing	Management
Governmental accounting	Office procedures
Business machines	Bookkeeping
Typing	Public finance
11. The specific types of courses which would need to be taught for the in-service employee who wants to improve his present job skills and prepare for career advancement were judged to be similar to those mentioned in number 10.

THE MUNICIPAL MANPOWER DEVELOPMENT STUDY

(LIBRARIES)

The Institute for Local Self Government recently completed the Municipal Manpower Development Study. A summary of the findings on libraries includes the following information:

1. New functions, services, or programs in the library field to provide better levels of service to the citizens were judged by the respondents to be the following:
 - a. Expanded program of work with respect to the minority communities and in general with the disadvantaged.
 - b. Establish documents reference service - with government publications.
 - c. More children's reading programs.
 - d. Begin story hours for children.
 - e. Reading for the blind.
 - f. Showing films for the benefit of the elderly.
 - g. Having "High School Orientation Days" at the library to introduce high school students to all aspects of the public library.
2. The majority of respondents felt the formal education received to prepare them for their present position was good.
3. In comparing educational background to previous work experience, the respondents felt that their educational backgrounds and work experience had equally prepared them for job success.
4. Most of the respondents felt that their library did not presently have a continuing in-service training program that was adequate to allow for advancement in their occupational field.
5. Most of the respondents felt that junior colleges and four year colleges in their area provided good library-oriented courses and programs towards preparation for career advancement.
6. Positions identified which could be created at a level below any existing entry level positions were:

Children's Story Teller Assistant	Library Technician
Book mender	Library Aide
Messenger	Library Clerk

7. Some tasks that could be performed by persons entering below existing entry level positions are:

Checking out books	Dust books
Receiving returns	Load and unload boxes
Computing fines and sending overdue notices	Apply plastic cards to covers
Registering patrons	Shelving
Book collection	Alphabetize cards
Messenger service	File cards
Mend books	Erase old numbers from books and cards
Sort magazines	Clean shelves
Tell stories to children	Design and set up displays

8. The majority of respondents felt that positions identified in number 6 should serve as a means for recruiting disadvantaged people and possibly lead to a career in the library field.
9. The majority of respondents felt that a high school education or its equivalent would qualify a person for these entry level positions.
10. Respondents felt that the positions listed under number 6 could benefit from junior college educational programs if such programs were designed for specific elements of library work.
11. Courses for the pre-service student who is considering entering other than professional library work were listed by the respondents as:
- Use of library tools (catalogs, reference books, publishers' catalogs, books in print, shelf list)
 - Basic library procedures (i.e. Dewey Decimal System)
 - Typing
 - Modern audio-visual services
 - Care and maintenance of films
 - Arithmetic
 - Business English
 - Public relations
12. Respondents said that in-service courses in Library work for the employee who wants to improve present job skills and prepare for career advancement should be very much along the lines of the courses listed in item 12.

THE MUNICIPAL MANPOWER DEVELOPMENT STUDY

RECREATION

The Institute for Local Self Government recently completed the Municipal Manpower Development Study. A summary of the findings on Recreation includes the following information:

1. New functions, services, or programs in the field of Recreation, to provide better levels of service to the citizens were judged by the respondents to be the following:
 - a. Transportation of handicapped to and from the Recreation Center.
 - b. Better publicity and public relations programs.
 - c. Music and drama productions.
 - d. More effort in areas of teenage and adult programs (not so geared to younger children).
 - e. Development of day camp programs.
2. The majority of the respondents felt the formal education received to prepare them for their present position was good.
3. In comparing educational background to previous work experience, the majority felt that previous work experience had better prepared them for job success.
4. Most of the respondents felt that their cities do not presently have a continuing in-service training program that is adequate to allow for advancement in their occupations.
5. Most of the respondents felt that junior colleges and four-year colleges in their area provided good local government oriented courses and programs towards preparation for career advancement.
6. Positions identified which could be created at a level below any existing entry level positions were:

Recreation Aide/Trainee
 Assistant Recreation Specialist (in area of Arts and Crafts,
 Drama, Sports)
 Assistant Children's Specialist
 Recreation Building Attendant Aide
 Assistant Senior Citizen Director

7. Some tasks that could be performed by persons entering below existing entry level positions are:

Filing; interviewing; bulletin board decoration; telephone contacts (retail stores, part time help, etc.); telephone answering,

assist in leading tiny tots activities; check-out equipment; repair equipment; administer first aid and make out accident reports; assist in operation of playroom and playground facilities; prepare exhibits; stock and inventory recreation supplies; record attendance; set up public address systems, stage lighting, props and movie projectors; help in scheduling of activities; teach children's craft classes; give instructions, assistance and interpretations of rules and regulations; set up rooms for meetings and assist public with information or directions.

8. Such positions (identified in number 6) could serve as a means for recruiting disadvantaged people and possibly lead to a recreation leadership career with local government.
9. The majority of respondents felt that a high school education coupled with ability to work with people could qualify a person for these entry level positions.
10. Respondents felt that the positions listed under number 6 could benefit from junior college educational programs if such programs were designed for specific areas in Recreation.
11. Courses for the pre-service student who is considering entering local government service in Recreation were listed by the respondents as:

Psychology (especially Child Psychology)	
Health	Journalism
Drug Use and Abuse	First Aid
Public Recreation	Speech
Volunteer Programming	Plant Science
Art	Public Speaking
History of Sports and Games	Landscape Horticulture

12. Respondents said that in-service courses in Recreation for the employee who wants to improve present job skills and prepare for career advancement should be along the lines of the courses listed in question 13. It was suggested that other in-service courses on specific sports, crafts, arts, and game techniques be offered.

THE MUNICIPAL MANPOWER DEVELOPMENT STUDY

PLANNING

The Institute for Local Self Government recently completed the Municipal Manpower Development Study. A summary of the findings on Planning includes the following information:

1. Nearly all respondents felt that there were tasks which they performed that could be performed by someone with less training, education and/or experience. Such tasks included:

Photography	Writing of final minutes
Miscellaneous drafting	Field investigations
Correspondence	Documentation of cases
Attending meetings	Preparing maps
Updating files	Operation of print machines
Minor zoning ordinance interpretations	Graphics work
Trimming and folding blueprints	Updating zoning maps
	Posting and delivering agenda
2. Most of the respondents felt that the tasks they performed should not be performed by someone in a more responsible position.
3. New functions, services, or programs in the field of Planning, to provide better levels of service to the citizens were judged by the respondents to be the following:

Better public education	Conservation and aesthetic
Social planning programs	planning
4. The respondents felt the formal education received to prepare them for their present position was generally good.
5. Most of the respondents felt that their cities did not presently have a good continuing in-service training program allowing for career advancement in their occupation.
6. Positions identified which could be created which would be below any existing entry level positions were:

Planning Trainee	Junior Planner
Planning Aide	Planning Draftsman
Graphic Delineator	Junior Planning Assistant
Planning Clerk	

7. Some tasks that could be performed by persons entering below existing entry level positions are:

Making prints	Trimming and folding maps
Gathering field data for zoning	Preparing simple maps
Posting and delivering agenda	Filing
Drafting	Traffic count coordination
Preparing signs	Record keeping

8. The large majority of respondents felt that positions identified in number 6 should serve as a means for recruiting disadvantaged people and possibly lead to a career in local government.
9. In order to qualify for those positions individuals should have at least a high school education, the majority of respondents determined.
10. Positions which could benefit from Junior College educational programs if such programs were specifically designed were identified as:

Internship	Draftsman
Planning Aide	Assistant Planner
Planning Administrator	Planning Coordinator
Planning Technician	

11. Specific types of courses for the pre-service student who is considering entering local government service mentioned in Question 10 are:

Local Government	Urban Sociology
Basic Math	Graphics
Communication Skills	Statistics
Art	Demography
Photography	Drafting
Zoning Practice	Planning Law
Political Science	Surveying
Real Estate	Economics

12. Specific types of courses for the in-service employee who wants to improve present job skills and prepare for career advancement in positions mentioned in Question 10 are:

Political Science	Systems Approach to Planning
Sociology of the City	Basic Design
Data Processing	Regional Planning
Supervision	Neighborhood Design
Graphics	Planning and Zoning Theory
Local Government	

INSTITUTE FOR LOCAL SELF GOVERNMENT
CLAREMONT HOTEL
BERKELEY, CALIFORNIA

MUNICIPAL MANPOWER DEVELOPMENT QUESTIONNAIRE

Instructions:

- a. Please answer all questions completely,
b. Do not sign your name to the questionnaire,
c. Use reverse side of each page if more space is needed,
d. Please return this questionnaire by August 1,
- e. Return this questionnaire to:
INSTITUTE FOR LOCAL SELF
GOVERNMENT
CLAREMONT HOTEL
BERKELEY, CALIFORNIA 94705

1. Title of Position _____ City _____

2. How long in present position _____ Age _____

3. Highest grade or degree achieved _____

4. Briefly, what is your previous work experience: _____

Briefly describe the various tasks you presently perform and indicate the percentage of time spent on each task. Put a check in the appropriate box to indicate how important each task is in relation to the other tasks you perform.

Types of Task	% of Time	Very Important	Important	Not very important
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

5. Of these tasks mentioned above which are the ones that:

- a. Could be performed by someone with less training, education and experience than your position requires:

- b. Should be performed by a more responsible position than your position:

6. In your judgment what new programs, services or functions should be performed by your division and/or department to provide new or better levels of service to the citizens in your city?

7. How well did your formal education prepare you for your present position? (Check one and explain): Excellent preparation ☐ Good preparation ☐ Fair preparation ☐ Poor preparation ☐

8. Which better prepared you for your present position: (check one and explain): (1) Educational background ☐ or (2) previous work experience ☐

9. Do you feel that your city presently has a good continuing in-service training program which allows you to prepare for career advancement in your occupation? Why?

10. Do junior colleges and 4-year colleges in your area provide good local government oriented courses and programs to prepare you for career advancement?

11. (a) Identify entry level positions which could be created in your division and/or department which would be below any existing entry level positions:

- (b) What are examples of tasks which could be performed by positions identified in 11 (a) above?

- (c) What experience and education would be necessary, if any, to qualify a person for those positions?

- (d) Could such positions serve as a means for recruiting disadvantaged people and possibly lead to a career in local government for them?

12. (a) Identify positions in your division and/or department which could benefit from junior college educational programs if such programs were specifically designed for your occupational field:

- (b) What specific types of courses do you think would need to be taught:
(1) For the pre-service student who is considering entering local government service in the positions mentioned in 12(a):

- (2) For the in-service employee who wants to improve present job skills and prepare for career advancement in positions mentioned in 12(a):

APPENDIX C

ROLE PLAYING GUIDELINES

AND

SUGGESTED SITUATIONS

ROLE PLAYING GUIDELINES

I WHAT IS IT?

Role playing is the simulation of a real incident. It is a technique for creating a realistic situation, taken from a governmental setting, often involving some conflict, in which participants play the roles as outlined in the script. The participants may interpret non-verbal media, but are restricted to a prescribed framework provided by the dialogue.

II WHAT ARE ITS ADVANTAGES?

- A. Builds an action bridge between theory and practice.
- B. Allows for involvement in a reality experience without the threat of unfavorable consequences.
- C. Develops an awareness of the effect of various attitudes in interpersonal relations.
- D. Illustrates the parameters of decision-making.
- E. Simulates a condition in which free or true feelings can be expressed, in which tensions about an incident may be released.

III HOW IS IT DONE?

Each player receives the background of the incident. This follows an initial assignment to equip the role-player with the facts on which to base his decisions, comments, and reactions. This information determines the role behavior required of each participant. Although the participant may begin the role playing with certain preconceived concepts, he soon develops the role in an impromptu manner. The degree of spontaneity and emotional involvement increases with time. Similarly, the role emerges as provided in the framework of the incident.

Role selection very often places participants in parts which are in direct contrast to their on-the-job circumstances; for example, the department head may play the role of the city manager, and vice versa. This approach allows participants greater insight into how the other person reacts, thinks, etc.

IV HOW SHOULD IT BE DISCUSSED?

One approach is to terminate the incident before the conclusion. This lack of closure creates an effect which often elicits immediate discussion.

In any event, discussion is usually initiated by obtaining reaction from the participants. Then other members of the group who have identified with a particular role will often voice

their feelings about both verbal and non-verbal aspects of the role playing incident. Many times, the discussion will be concerned with subjective feelings as well as objective data evaluation and interpretation. Critique, evaluation and summations through group discussion are integral.

The format for discussions falls best into three general areas:

- A. "As Is" - is concerned with the present situation, as role played. And, what can be done next.
- B. "If" - includes what might have happened. This helps to bring principal points of failure into focus.
- C. "Summary and Generalizations" - at the conclusion of the above two sections of discussion, care should be taken to tie up any loose ends inadvertently passed over or temporarily suspended. Decision rules involving the areas under discussion should be generalized into operational tools for future use.

V. WHAT SHOULD PARTICIPANTS LEARN?

Role playing situations should be analyzed from the standpoint of both content and form. Participants should gain insights into their own behavior and become more sensitive to the behavior of others in regard to both aspects of the role playing situation.

- A. Content - participants should become aware of the specific problem areas and possible solutions in each of the role playing situations.

They should appreciate a greater conceptual view of their organizational environment and gain insight into the needs and expectations of other persons within that environment.

- B. Form - participants should also learn that form of communication can be as important as the content of that communication. They should also recognize that non-verbal communication is the purest form of communication and therefore possibly more important than what is being said.

ROLE PLAYING PROBLEM -- BUILDING INSPECTION

You are Les Leanto, Senior Building Inspector of a small municipality, and you are about to hold a meeting to which you are not looking forward.

In the interests of a smooth operation you have taken great pains concerning the orientation and training of your staff. Since both the Building Inspectors and the Building Inspector Trainees have contact with the public you want to be sure that they have a complete understanding of job requirements. You feel that this is particularly important in a comparatively small city such as yours, since the builders and developers all know each other.

You have been quite pleased with the progress of the staff and until now have felt comfortable in delegating the extent of responsibility you have.

Several days ago, however, you learned that one of your staff had been in conflict with one of the contractors in the area. In looking into the matter you found that your staff member had indicated to the contractor, in no uncertain terms, that he was in violation of the electrical code on one of the biggest projects in town.

The contractor has complained that the work is already half done and is in keeping with the way the code was interpreted to him by the Building Inspector, Sam Safeguard. You also discover that the staff member who confronted the contractor is a Building Inspector Trainee (Larry Liftslab).

In hopes of getting the matter settled, you have asked the contractor, Harry Hazard, Sam and Larry to a meeting in your office.

PROBLEM AREAS

According to the job specifications, the Senior Building Inspector has the responsibility of interpreting construction codes to builders, not the Building Inspector. Job specifications also indicate that a Building Inspector Trainee is not in a position to do inspection on anything but single family dwellings. It may be that too much responsi-

bility has been delegated here or that appropriate controls have not been established.

DISCUSSION QUESTIONS

1. Would you have handled the meeting in the same manner as did Les?
2. What do you think will happen in the Department as a result of the meeting?
3. Was it wise for Les to have all three individuals at the same meeting?
4. Who should be doing code interpretation and inspection?
5. How much should a senior staff member delegate?

ROLE PLAYING PROBLEM -- RECREATION

You are John Boston, a subprofessional recreation leader in a comparatively small city. You have been on the job for a period of nine months and are beginning to feel quite comfortable in your position. As a result, your supervisor, a professional leader, has been giving you more and more responsibility.

In keeping with the above you have the responsibility of evaluating the performance of all subordinate personnel, this includes Recreation Trainees, part time recreation personnel and custodial and maintenance personnel.

Your agency operates one club house which at times is attended only by a male custodian. You recently scheduled a wedding reception in the club house and the preliminary set up was being done by a very attractive young woman. After the reception, the woman complained that the custodian had approached her and asked her for a date, which she found very distressing. The only witness to the incident was a small child who could not be identified nor found. The lady requests that disciplinary action be taken against the custodian for conduct unbecoming a city employee.

You are aware that you could turn the whole matter over to your supervisor, but this man is your responsibility and you are determined to handle it yourself. You decide you must talk to him, but wish to do some informal investigation first.

You learn that the custodian, Cecil Cambridge, has denied the entire incident. His personnel record contains instances of previous disciplinary problems, although none of this nature. He is an intelligent man, very belligerent in attitude and apparently determined to give no more service to the city than precisely that which is indicated in his job description. Through the grapevine you learn that Cecil is known as quite a "Ladies man." However, your investigation turns up nothing to prove or disprove the woman's contention.

The woman is demanding that action be taken, however. You ask Cecil to come to the office before going to work.

PROBLEM AREAS

If the problem is not turned over to the supervisor, it should at

least be discussed with him. The presence or absence of the child is not important; a child's view is not a basis for action here. The recreation leader has a prime responsibility to the public; however, an arbitrary response to the woman's request for disciplinary action could have severe repercussions in regard to the loyalty and morale of his subordinate personnel.

DISCUSSION QUESTIONS

1. Would you have handled the interview the same way John did in the role playing?
2. What do you think will happen in this department now (after interview)?
3. Do you think John should have handled this or turned it over to his supervisor?
4. What if the child witness could be found. Should the child's story be used as some kind of evidence?
5. To whom does the Recreation Department owe allegiance? To the woman or an employee?

ROLE PLAYING PROBLEM -- COMMUNITY PLANNING

You are Zeke Zoning, Planning Technician in the City Planning Department; you particularly enjoy the most technical aspects of the work. You are glad that you do not have any supervisory responsibility, since you would rather not have to be concerned with "people problems."

However, as the senior subprofessional in the office, your supervisor has given you complete responsibility for explaining and implementing a suggested procedure for Planning Aides. This procedure calls for a change in the way zoning complaints are handled. Under the new system the supervisor has suggested that Planning Aides receive the complaint and then turn it over to you for any necessary research. You then return it for response, based upon your recommendation.

In the past, both you and your supervisor have recognized that a lack of organization and control has caused problems. This has been particularly true in regard to complaints coming into the office. In the absence of any policy, Planning Aides have handled most of the complaints to the best of their ability, which has not been entirely satisfactory.

You have called the four Planning Aides to a meeting to explain this procedure and you don't look forward to it. You have not had much contact with these men and don't really have a feel for their needs and expectations.

You do know that one of the men, Carl Compass, is extremely popular with the other men. It has been apparent to everyone that both Planning Aides and Planning Aide Trainees seem to follow his lead. Carl, hearing about the proposed change, has made it clear that he does not want to give up this responsibility.

PROBLEM AREAS

It should be noted, according to the job specification, that the Planning Aide can handle routine complaints. The fact that the supervisor suggested a procedure and has given Zeke complete responsibility for implementation is important. It appears that perhaps an alternative approach might be better; particularly in view

of the fact that the present system has been established by default. There are also potential training possibilities with a different approach. The role of Carl is also very important; an informal leader can sometimes make or break a supervisor.

DISCUSSION QUESTIONS

1. Would you have handled the meeting in the same manner as did Zeke?
2. What do you think will happen in the Planning Department as a result of this meeting?
3. Is there more than one way to explain this new procedure?
4. Would it have been better to talk to the men individually?
5. Do you think Zeke is bound to explain and implement this procedure in the strict sense?

ROLE PLAYING PROBLEM--ADMINISTRATION

You are Paul Paperwork, Administrative Technician in the office of the City Manager in a small municipality. You feel fortunate to have this opportunity to work for a small community, since you have received many more varied kinds of experience than you would have had in a larger organization.

You know that Ralph Redtape, the City Manager, has confidence in you for a variety of reasons, particularly since he has recently given you the assignment of handling complaints that come into the city offices.

However, you have a problem that you don't feel very confident about. Several days ago the city received a letter from the most militant minority organization in the area. The letter read in part:

"We do not see any evidence that you are taking positive steps to hire more minority group members in keeping with the city's minority population. We therefore demand that the qualifications which discriminate against minority employment be removed. And, that the city hire minority group members without regard to strict qualification."

You set up a meeting with the leader of the minority organization, Dan Demand, and are on your way to that meeting now. You are not unmindful of the memo from the President of the City Council which was recently forwarded to you. This memo stated in part:

"I am disturbed by the amount of attention we seem to pay to the most militant minority groups. While it is, of course, important to concern ourselves with improving the employment opportunities of minority persons, it is equally important that we do not respond to the dictates of irresponsible groups."

PROBLEM AREAS

This may not be a position into which a subprofessional should be placed. At least, not without some more guidance and support. In any event, this meeting should not be held without prior discussion between the President of the City Council, the City Manager, and the Personnel Director, if there is one. Experience indicates that

there are municipal jobs for which qualifications can be changed. But, this is not true of all such jobs.

DISCUSSION QUESTIONS

1. Would you have handled the meeting in the same manner as did Paul?
2. What do you think will be the situation now?
3. Should this meeting have taken place before other considerations were made?
4. Who should have attended such a meeting?
5. Is it possible to make changes in qualifications?

ROLE PLAYING SUGGESTIONS

The suggestions for role playing incidents, outlined below, can be adapted to almost any organizational context.

1. Your Recreation Leader is most difficult to get along with; causes problems with co-workers. Yet has the most successful playground program in your district. He is extremely popular with the public and extremely creative.
2. You are an Accounting Technician in the Finance Department. You have done an analysis of a budget request and feel you must turn it down. You are required to meet with the Head of the Park Department and explain your decision to him.
3. One of your Planning Aides is an outstanding employee. He frequently comes to work early, but many times prepares to leave about 4:30 p.m. and sometimes leaves at 4:45 p.m. Department working hours are 8:00 a.m. to 5:00 p.m.
4. One of your Police Aides seems determined to do more work than any of his counterparts. The only problem is that as his output increases, so do the number of errors.
5. You ask your Library Clerks for suggestions. They get together as a group and come up with a two page list of gripes, most of which are valid.
6. One of your Civil Engineering Aides who works in the office stops to see you at five o'clock. He says he is working on the plans for an addition to his home and he wants to know if it is all right to use some of the office drafting equipment after work.
7. Your best female Recreation Leader leaves her playground assignment because of a personality conflict with a co-worker. She fails to attend a meeting in regard to the incident and will not respond to any discussion on the matter. Six months later she is back looking

for a job. She says she is aware of her mistakes and feels she could handle a similar situation better this time.

8. One of your Building Inspectors is the most conscientious employee you have ever had. His attitude is terrific and he often stays after work to get things finished up. However, you find that he is doing work that he is supposed to be delegating to Trainees.

APPENDIX D

CLASS SPECIFICATION FORMAT
AND MODEL

CLASS SPECIFICATION FORMAT

Concept of Existing Class Specification Format

The basic concept of class specifications in most public agencies is to use the fewest words possible to describe a classification that may have from one to fifty or more jobs assigned to it. Such specifications usually describe the classification in general with an escape clause stating "and other similar duties as assigned or required." These loose descriptions theoretically allow management latitude in assignment of personnel, they group like jobs in the same classification, and they allow persons who generally perform similar duties or tasks to be paid the same rate of pay. Further, they may grant a supervisor the means of assigning a willing employee duties over and above the normal requirements of the classification. This latter premise is usually justified on the basis that the added assignment is a useful "training device" for upgrading present employees on a selective basis. Actually, for most such assignments, no guidelines for training are present and job design and organizational analysis are completely lacking.

Few government employees recognize that class specifications are, in reality, a conglomerate of individual job descriptions, and as such, are only a part of the total job evaluation process. In essence, most class specifications as used by the majority of public agencies are relatively useless documents. In format, specifications have not changed in thirty years or more. Additionally, they are usually projected as a "legal document" within whose rigid boundaries particular tasks are assigned and performed. Such a document serves to insulate both management and the employee by not only continuing but reinforcing traditional work methods and organizational inflexibility.

What is a Successful Class Specification?

Successful class specifications should be based on an exhaustive job analysis - of jobs that are designed to be meaningful and productive! (See: Job Design and Its Implementation - Education/Research, Berkeley, California; Position Design Workshop, U. S. Government Printing Office, Washington, D. C.) Specifications should be as important an instrument of descriptive usefulness to public managers and employees as mathematical formulae are to mathematicians. To test a class specification, the reader of such need only ask "What does this specification communicate to me? Does it tell me what tasks, duties, responsibilities, and requirements are involved in the classification? Could I use this specification to set salaries, develop examinations, create training programs, establish performance standards, etc.? Does it inferentially delineate the particular classification's role in the total organizational structure?" We need only to say further that well written specifications, using exacting language standardized to the profession, can communicate to a person reasonably trained in job analysis and evaluation the precise level and character of the job.

Suggested Class Specification Format

Within this document, the specifications as suggested reflect only a small step beyond those that normally exist in specification books of the average governmental agency. For the most part, the suggested format can serve only as a guide in fulfilling the anticipated role of acceptable class specifications. Although the intent was to be reasonably accurate and inclusive in all specifications, the following statement should be recognized as a part of all beginning level positions:

"At this level, formal orientation and training should be provided to inculcate in the trainee appropriate standards of dress, appearance, punctuality, acceptance of supervision, care of property, getting along with others, management of personal finances and impulse control. This may be accomplished by assigning a fellow employee to 'coach' the trainee and provide advice and assistance to orient him to the world of work."

Throughout each occupational series, the concept of "career ladders" was utilized. An effort was made to establish a close relationship between local agencies and the community college system regarding education and training. In some cases, the beginning professional level specifications were not included. In these instances, the classifications have specific degree requirements which are generally understood to be necessary in order to maintain the level of competency of persons employed in these professional capacities.

SPECIFICATION MODEL

D. O. T. , if applicable
and useful

Specification Title

Statement of Identification and Level of Work:

Include here statements concerning the factors the jurisdiction considers as compensable, e.g., complexity, scope, nature of public contact, supervision required and given, initiative, creativeness, and unusual working conditions. Explanation of relationships of one classification to another can be accomplished in this paragraph.

Tasks:

List relevant tasks in order of difficulty;

Use "such as" examples;

Apply tasks as they relate to actual job design;

Use language that will reflect level of job; and

Don't use "may" or "assists" statements without good justification.

Knowledges, Skills and Abilities:

1. List in order of Knowledge, Skills and Abilities.
2. Should be supported by the task list.

Training Guidelines:

1. List where or how knowledge or skill is acquired.
2. Course work is usually obtainable through Community College curricula, except for those classifications requiring a four year degree.

3. Statements must be definite and must depict level in all possible instances.

3. Education and training should be dealt with as a continuous process.

Education and Experience:

Give statement of minimum education and experience required to do the job; list ALL acceptable alternatives and substitutes. Describe, if appropriate, the career ladder structure, defining what education and training is required to advance to the next level.

APPENDIX E

NEW AND EMERGING OCCUPATIONS

ADVOCATE PLANNER

In order to increase grassroot participation in cities, the role of advocate planner could be implemented. The Advocate Planner would organize block groups and neighborhood councils thereby stimulating owners and tenants to contribute actively to the improvement of the neighborhood through ideas for designs and models of what the neighborhood could be like. The Advocate Planner would provide a communication link from the local citizenry to the public officials.

Additionally, he could assist in preparing the attitudes of people in outlying communities for the in-migration of minority members. Also, the advocate planner could act as an educative force for city groups and agencies as individuals would be made aware of programs in the community involving social welfare, planning, civic clubs, churches and libraries. The major task of the advocate planner would be, however, to formulate and advocate a plan and possibly aid in its implementation. With the tool of Advocate Planning, it might be possible to have professional Advocate Planners, subprofessional Participatory Planners and residents themselves initiate the design of their environment at a project area (resulting from self-analysis of problems and needs).

Advocate Planners would be expected to have an educational background in the social science fields, including courses in city planning, social welfare, and community organization.

AIDE TO THE ELDERLY LIVING ALONE

The U. S. Public Health Service has found that more than 9 million persons are living alone in the U. S. with many of these being elderly people. Because of certain hazards in this style of living, the Aide to the Elderly Living Alone is needed.

The tasks of such Aides would be to organize neighborhoods to plan for the needs of these elderly by, for example, encouraging neighbors of the elderly to make a daily telephone call to check on their well being. The Aide could make a weekly visit to check for hazards that might cause an accident and to check on the social and physical welfare of the older person. If there are health problems due to inadequate diet, the Aide could arrange for a daily meal to be brought in from charitable or government agencies.

If there are other health problems, the Aide could contact the physician with the consent of the older person and provide transportation if necessary, to the doctor's office. The Aide could suggest recreational activities and programs to utilize leisure time. This position could be filled by individuals with few formal skills other than driving. Such a position could be placed in a welfare or health department or in a recreation department.

COMMUNITY CULTURALIST

The Community Culturalist would bring cultural artifacts into the neighborhoods and schools in panel trucks and/or buses. Local museums with their collections of art, science and historical data of the community, as well as public libraries, would assist the Culturalist by providing the objects to be brought to the public.

Planning with the local citizenry to develop cultural programs, exhibits, etc., should be a function of the community culturalist. Activities such as sculpturing, painting, or photographing objects or people of neighborhood significance could be organized. From this, a display could be prepared for the central museum which would encourage visits by the neighborhood residents.

The Community Culturalist position would be a professional one. The role could be assisted by full-time or part-time subprofessional aides from the neighborhoods participating in the program. The Community Culturalist should have taken courses in art as well as in the social sciences, particularly anthropology.

DOMESTIC RELATIONS OFFICER

Since many of the calls for which police aid is requested involve family disputes, the police system could have within it a domestic relations officer. Low income couples having many problems and insufficient resources with which to handle them, could especially benefit from such a service. However, middle and upper income families would also benefit. When a violent argument or assault has taken place or where neighbors feel the potential of violence, frequently the police are called. The police then have the discretion (depending on the circumstances) of applying the formal system of arrest, which could be followed by prosecution and/or conviction, or of admonishing those involved which is recognized to be, at times, inappropriate alternatives for the situation involved.

Because of this, a domestic relations service should be provided by the police who are the first to learn of domestic crises. The role of domestic relations officers, working in tandem in the field, would be to follow-up on domestic calls in the home, as quickly as possible and preferably before the patrol officer(s) have left the scene. The domestic relations officers would offer a family counseling service, listen simultaneously to each disputant's viewpoint, allow each party to talk out hostilities as much as possible and make recommendations. This kind of domestic first aid would be followed up within 24 hours by a second visit from the officers. The family involved would then be assigned a domestic relations counselor provided through a non-police related agency.

PERSONNEL COUNSELOR

The tasks of personnel counselors would be to provide guidance for

employees in the selection of training and education programs, personal problems, use of leisure time and, eventually, retirement plan counselling.

Other tasks would include coaching employees on how to take promotional examinations as well as counselling individuals who fail examinations. This position would include finding employment opportunities for the unemployed and underemployed, through the development of individualized training and placement plans; the diagnosis of various employment problems and referral to the appropriate agencies for remedial action; evaluation and follow-up on an employee job performance in terms of work skills and interpersonal relationships.

Adoptive skill training to provide persons without any significant employment experience with an understanding and knowledge of work habits and working conditions, would be provided by the counselor.

URBAN ENVIRONMENTAL OFFICER

The purpose of the Urban Environmental Officer would be to constantly work for an improved physical environment in a community through the performance of the following types of duties:

He would plan and coordinate cleanup and litter control campaigns on a community and neighborhood basis.

He would enforce various ordinances pertaining to maintenance of the aesthetic quality of a community (signs, abandoned vehicles, anti-litter, and some provisions of a zoning ordinance). All of these factors might be made part of an urban beautification code. He would organize education and training programs to encourage positive attitudes and actions on the part of the citizenry in a community.

He would organize beautification committees to develop new programs and to help maintain an aesthetically pleasing community.

He would maintain close working relationships with water and air pollution experts and help to keep community residents informed of positive action programs which they could undertake to alleviate environmental pollution problems.

He would coordinate and undertake or assist in any other city functions pertaining to urban beautification and related environmental problems, conditions, and programs.

This career area might consist of professional and subprofessional staff with the latter performing many of the enforcement functions.

YOUTH STREET WORKER

In the low income urban areas, youthful community workers can assist

bored, unemployed, teenagers to cope with large blocks of time, such as weekends, vacations, and holidays, more effectively. Organizing recreational activities, job clubs seeking part-time and/or temporary work, relaying information concerning community opportunities to teenagers, befriending and counseling youth could be vital functions in the prevention of delinquency. The youth street worker, able to walk a two way communication street between slum sub-cultures and the "establishment" can help remove feelings of depression, hopelessness and alienation among the youth.

The YSW could meet with youngsters and their families and discuss what the community should be doing in schools, and recreational areas. The YSW would then report the neighborhood opinion to leaders in the recreation department. From this, joint programs with local neighborhood schools could possibly be created. The Youth Street Worker could also serve as a communications link in preventing the spreading of rumors which might ignite riots and disturbances.

The YSW would work at the neighborhood level and would need to acquire knowledge about the neighborhood power structure. Recent high school drop-outs needing a second chance who are enrolled in either night high school or college could work in this position. The YSW should be a resident of the neighborhood in which he seeks employment.

The YSW could typically be located in the Police or Recreation Departments.

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